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ABSTRACT

GENESYS--GENeric Evaluation SYStem--is a method of streamlining data collection and evaluation through the use of computer technology. GENESYS has allowed the Office of Research and Evaluation (ORE) of the Austin (Texas) Independent School District to evaluate a multitude of contrasting programs with limited resources. By standardizing methods and information provided, GENESYS makes it possible to evaluate a much larger number and variety of programs than would ordinarily be possible. GENESYS gathers and reports standard information on specified groups of students regarding student characteristics, academic achievement, attendance, discipline, grades and credits, and dropout and retention trends. The system can be run for any group identifiable through a computer file. Most of the groups included during this first year of program operation were students served in 1988-89; some were follow-ups of groups served in 1987-88. Programs covered in this report include the Teach and Reach and AIM High elementary program and four secondary programs, including those of the Liberal Arts Academy at Johnston, the Kealing Magnet School, and the traditional academic program and the academic incentive program. Program summaries and a sample GENESYS printout for data by student are provided. (TJH)

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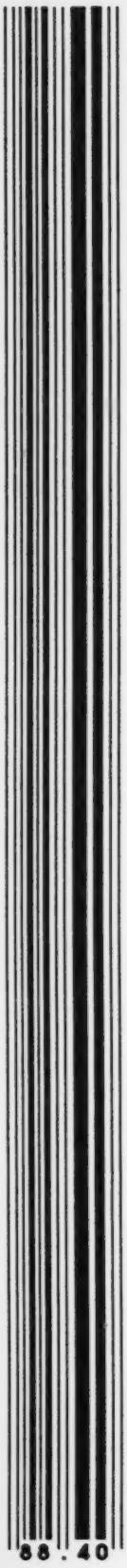

ORE's GENeric Evaluation SYStem: GENESYS 1988-89

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K - 12

- LEP
- PAL
- CIS
- Mentor

Elementary

- Teach & Reach
- AIM High
- DARE
- ASSIST

Secondary

- Liberal Arts Academy
- Kealing Magnet
- Science Academy
- Sixth Graders
- TAP
- AIP
- Title VII
- Project GRAD
- CVAE
- PEAK
- Rice
- Robbins
- WIN
- Zenith
- Johnston Computer Lab
- Dropouts

Austin Independent School District
Office of Research and Evaluation

July, 1989

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ORE'S GENERIC EVALUATION SYSTEM:

GENESYS 1988-89

EXECUTIVE SUMMARY

AUTHORS: Nancy Baenen, Glynn Ligon, Stacy Buffington, Miriam Fairchild, Linda Frazer

GENESYS Groups

GENESYS included a wide variety of elementary, secondary, and K-12 programs in its first year. Students were served in 1988-89 unless otherwise noted. Groups included in this final report are starred; the rest are discussed in other reports as referenced in Figure 1.

K-12

- **LEP**
- **PAL**
- **CIS**
- **Mentor**

Elementary

- **Teach and Reach***
- **AIM High***
- **DARE, 1987-88**
- **ASSIST**

Secondary

- **Liberal Arts Academy***
- **Kealing Magnet***
- **Science Academy -- NSF Grant**
- **Sixth Graders—1988-89, 1987-88***
- **TAP—1988-89, 1987-88***
- **AIP—1988-89, 1987-88***
- **Title VII**
- **Project GRAD**
- **CVAE**
- **PEAK**
- **Rice**
- **Robbins**
- **WIN**
- **Zenith**
- **Johnston Computer Lab**
- **Dropouts**

GENESYS Description

GENESYS is a GENeric Evaluation SYStem.

GENESYS is a method of streamlining data collection and evaluation through use of computer technology. From year one in 1973, the Office of Research and Evaluation (ORE) has been challenged to evaluate a multitude of contrasting programs with limited resources. By standardizing methods and information provided, **GENESYS** makes it possible to evaluate a much larger number and variety of programs than would ordinarily be possible. **GENESYS** gathers and reports the following standard information on specified groups of students:

- Student characteristics
- Achievement
- Attendance
- Discipline
- Grades/credits
- Dropouts
- Retainees

GENESYS can be run for any group identifiable through a computer file. Most of the groups included this first year were for students served in 1988-89; some were followups of groups served in 1987-88. A complete listing is shown in the left-hand column of this page. Programs not discussed in other ORE publications are included in this report. They provide a good sampler of the capabilities of **GENESYS**. References to other reports which incorporate **GENESYS** data are provided as well.

ORE'S GENERIC EVALUATION SYSTEM: GENESYS 1988-89

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ORE'S GENERIC EVALUATION SYSTEM: GENESYS 1988-89

WHAT IS GENESYS? WHY IS IT NEEDED?

GENESYS is ORE's **GEN**eric **E**valuation **SYS**tem. GENESYS is a method of streamlining data collection and evaluation for a wide variety of projects; it gathers and reports a great deal of information on the characteristics and outcomes for particular groups of students. Computer programs utilizing the Statistical Analysis System have been written and linked to generate standard output on a number of variables for specific programs.

GENESYS is the fruition of many years of experience and discussion by AISD's research and evaluation staff. From year one in 1973, the Office of Research and Evaluation (ORE) has been challenged to evaluate a multitude of contrasting programs with limited resources--especially limited time. The idea of a generic evaluation system has been conceptualized and re-conceptualized for years. In 1989, the shrinkage of staff resources, the growth in information needs, and improvements in technical capabilities combined to allow the creation of GENESYS in concrete form. By avoiding more tailored data analyses for each program, valuable outcome information can be provided on more programs than would ordinarily be possible given limited evaluation resources.

GENESYS could not have been implemented in the 1970's. The key element that exists now that was not present then is a data base containing student, teacher, campus, and other information across a span of years. Additionally, the mid-70's computer would have run for days to complete a set of GENESYS analyses and reports; even today's faster computer works about 30-45 minutes to process the GENESYS computations for one program group.

Crossing the bridge from dream to reality took some work. Overall, the result, in this first year of actual development and implementation, appears to be a very useful evaluation tool.

GENESYS produces a high volume of information about many programs. One result of this is that program staff, or even members of the public, are challenged to study and interpret the information about programs themselves more closely, because evaluators have insufficient time to summarize the data further.

WHAT DOES GENESYS PROVIDE?

Given a file of those students involved in the program, group, or innovation, GENESYS will provide outcome information for the following variables:

> **GROUP CHARACTERISTICS:** Number served by grade, ethnicity, sex, low income, LEP, overage for grade;
>
> **1988-89 ACHIEVEMENT RESULTS BY GRADE:** ITBS, TAP, TEAMS and 1987-88 to 1988-89 ROSE regression trend information;
>
> **ATTENDANCE, DISCIPLINE, GRADES/CREDITS:** 1987-88 and 1988-89 (four semesters);
>
> **DROPOUTS AND RETAINEES:** Counts as of the end of the fifth sixth weeks for dropouts and potential retainees as of the end of May are available as of publication (to be updated later).

Specific definitions for each of these variables are included in Attachment 1. The user is advised to read and refer to the definitions provided to assure correct interpretation of the data.

For each group, three types of sheets are produced:

> **THE GENESYS PROGRAM SUMMARY** summarizes information on the group's overall performance on all variables;
>
> **THE EXECUTIVE SUMMARY** summarizes findings in narrative form and compares the group's data to relevant AISD groups (AISD elementary, middle/junior high, and senior high students).
>
> **GENESYS DATA BY STUDENT** provides a listing of this information by student (as applicable) to allow a specific review of student attainment and characteristics (see Attachment 2.

A brief program description is also supplied by program or evaluation staff. The sections which follow show sample program and executive summaries.

WHO CAN BENEFIT FROM AND USE GENESYS?

GENESYS is useful to two primary types of audiences.

> PROGRAM staff, administrators, and members of the Board of Trustees for AISD can obtain information on the progress of students involved in particular programs or innovations which would otherwise be unavailable because of scant evaluation resources.

EVALUATION staff for various projects can obtain standard information through the GENESYS process for various programs. This provides standard data to allow comparisons across projects as well as freeing up staff time to do more sophisticated analyses for areas not covered or not covered in enough depth by GENESYS. GENESYS printouts may reveal trends or interesting findings that bear delving into more thoroughly as well.

WHAT IS NEEDED TO RUN GENESYS?

GENESYS needs a file of student names and identification numbers for the program or group which is to be studied before it can be run. Gathering this information is the responsibility of the program or evaluation staff requesting the information. Names and identification numbers can be provided as a list, on a computer disk, or as a description of critical location information on AISD computer files (such as a school and grade list or a course number). Staff must decide whether they want to include all students served for any length of time by a program, those in as of a particular date, or those served a certain length of time (e.g., over three months). This choice should be communicated to ORE with the list. In addition, staff are asked to provide a brief program description.

Generally, GENESYS can be run at any time after first semester records are in for the current year. Of course, information is available for more variables and is more complete at year's end. GENESYS can also be run based on the previous year's data.

WHAT PROGRAMS ARE INCLUDED IN GENESYS?

A list of programs and groups included in GENESYS thus far are shown in Figure 1. About 80 groups were run through GENESYS this spring. The first groups listed are included in this report because they are not discussed in other ORE reports. They should provide a good sampler of what GENESYS is all about to the reader. Results for the rest are included in the other ORE reports referenced. A complete set of results for all groups can be found in the GENESYS Technical Report 1988-89 (ORE Pub. No. 88.46). Particular sections are available upon request from ORE.

FIGURE 1
GENESYS GROUPS--1988-89

PROGRAM/GROUP	REPORT TITLE	PUBLICATION NUMBER
Sixth Graders, 1988-89 Sixth Graders, 1987-88	ORE's Generic Evaluation System: GENESYS 1988-89	88.40
Kealing Magnet	ORE's Generic Evaluation System: GENESYS 1988-89	88.40
Johnston Liberal Arts Academy	ORE's Generic Evaluation System: GENESYS 1988-89	88.40
Teach and Reach	ORE's Generic Evaluation System: GENESYS 1988-89	88.40
Gifted/Talented (AIM High) Program	ORE's Generic Evaluation System: GENESYS 1988-89	88.40
Transitional Academic Program (TAP), 1987-88	ORE's Generic Evaluation System: GENESYS 1988-89	88.40
Academic Incentive Program (AIP), 1987-88	ORE's Generic Evaluation System: GENESYS 1988-89	88.40
LBJ Science Academy	Targeting New Teachers & Teaching by Novel Techniques: Science Academy of Austin	88.30
Limited-English-Proficient (LEP)	Watching the Progress of Limited-English-Proficient (LEP) Students, 1988-89	88.39
Title VII	Race Against Time: Secondary Title VII Program Evaluation, 1988-89	88.26
Project GRAD	New Initiatives in Dropout Prevention: Project GRAD Final Report, 1988-89	88.36
TAP, 1988-89	New Initiatives in Dropout Prevention: Project GRAD Final Report, 1988-89	88.36
Drug Abuse Resistance Education (DARE), 1987-88	Taking Steps Toward Drug-Free Schools in AISD, 1988-89	88.34

FIGURE 1 (continued)
GENESYS GROUPS--1988-89

PROGRAM/GROUP	REPORT TITLE	PUBLICATION NUMBER
AIP, 1988-89	New Initiatives in Dropout Prevention: Project GRAD Final Report, 1988-89	88.36
Communities In Schools (CIS)	New Initiatives in Dropout Prevention: Project GRAD Final Report, 1988-89	88.36
Coordinated Vocational Academic Education (CVAE)	New Initiatives in Dropout Prevention: Project GRAD Final Report, 1988-89	88.36
Peer Assistance and Leadership (PAL)	New Initiatives in Dropout Prevention: Project GRAD Final Report, 1988-89	88.36
Practical, Effective, Appropriate Knowledge (PEAK)	New Initiatives in Dropout Prevention: Project GRAD Final Report, 1988-89	88.36
Project ASSIST (Assisting Special Students in Stress Times)	New Initiatives in Dropout Prevention: Project GRAD Final Report, 1988-89	88.36
Project Mentor	New Initiatives in Dropout Prevention: Project GRAD Final Report, 1988-89	88.36
Rice Secondary School	New Initiatives in Dropout Prevention: Project GRAD Final Report, 1988-89	88.36
Robbins Secondary School	New Initiatives in Dropout Prevention: Project GRAD Final Report, 1988-89	88.36
Work InceNtive Program (WIN)	New Initiatives in Dropout Prevention: Project GRAD Final Report, 1988-89	88.36
Zenith Program	New Initiatives in Dropout Prevention: Project GRAD Final Report, 1988-89	88.36
Johnston Computer Lab	New Initiatives in Dropout Prevention: Project GRAD Final Report, 1988-89, and Chapter 2 Formula Evaluation 1988-89	88.36 88.31

WHAT ARE THE LIMITATIONS OF GENESYS?

The GENESYS approach has both positive and negative aspects. On the positive side:

- GENESYS is objective, statistical, and replicable.
- The cost/benefit ratio for users is positive, with only a little effort needed on their part to obtain a wealth of information. GENESYS is of clear benefit to those who would receive no information at all on a program without it (because resources were too limited to evaluate it).
- The fact that the categories of data and computation methods are the same for all projects makes comparisons possible that may not have been with tailored evaluations.
- GENESYS can monitor progress of students in a variety of programs and identify those in need of additional follow-up. It can free evaluation staff from collecting the basics and allow this focused follow-up.

On the negative side:

- GENESYS can be faulted for being detached, for not even requiring the evaluator to see a student personally, or for not verifying that there were any real programmatic activities at all.
- GENESYS may not provide everything a user would want in exactly the form desired. For example, GENESYS allows a "before, during, and after" look at student attendance and discipline rates for semester-long programs. However, if a program allows continuous enrollment during a semester, it is not possible at this point to look at separate student performance before and during program service within that semester (e.g., Rice).
- On the technical side, because GENESYS draws on so many large District computer files and program files as well, it uses large amounts of computer memory. Therefore, programs must generally be submitted to be run at night. Because a large number of programs and groups (about 80) were run through GENESYS this year, it did take over a month for all to be run and finalized.

WHAT HAS BEEN LEARNED IN DEVELOPING GENESYS?

A great deal was learned in this first year about how to define the variables and make the output as easy to understand as possible. Discussions were held several times among evaluation staff (primarily evaluators and computer programmers) refining

information needs, discussing formats, and soliciting input on various aspects and problems. Systemwide evaluation staff coordinated with various ORE, data processing, and project staff to secure project descriptions and files. The computer programmer/analyst assigned to GENESYS spent over half of her time this year developing a series of programs for GENESYS and refining the system to assure it worked smoothly. The relative simplicity of the final GENESYS summary sheets hides a complicated development and production process.

Many computer programs were developed in the fall and tested on program files mid-year. This revealed "glitches" which were worked out before crucial end-of-the year runs. Some additional glitches were discovered in the year-end runs (mostly in new programs added after January and in the production process) which made GENESYS less "push button" than desired; some have been solved already and others will be worked on this coming year. And, as with most innovations, we have extended our dreams to include new options for 1989-90. One is to develop a second format which will produce charts automatically, comparing selected programs side by side. Another is to make the system more "user friendly" to noncomputer programmers so that they can submit their own runs. A third is a new layout for the program summary on the laser printer which will be easier to understand and use as well as more attractive. Thus, GENESYS has come a long way but is very much "in process" as a system.

One facet which took longer than expected was the development of program files and descriptions. Slowdowns were generally caused by the following factors.

- Deciding who should be included on files was difficult for some evaluation staff who did not "know" these programs as they would those fully evaluated. This was also difficult for program staff not used to thinking in "data" terms. Decisions had to be made on whether to include those in a program all year, at least a certain length of time, or at one point in time. A decision was made early on not to standardize this because needs might vary across programs. (For example, dropout-prevention programs need to track all students involved at all in each program.) If a cumulative count was desired, a method needed to be determined of how to update the file and how students added to the program should be treated. For some programs, decisions had to be made about whether the programs should be considered year-long or semester-long. Some files were subdivided into separate files for the subgroups plus a full-year file.

- Deciding what source should be used for files also proved interesting (and sometimes frustrating). School staff could provide rosters, but these could not be updated centrally. Since the goal was to use the computer system files as much as possible, the central computer was

generally used whenever possible. Some computer rosters were sent to school staff who were asked to correct any errors directly to the relevant computer file so that it would be updated for future runs. To the extent this was done, central files are now in better shape. To the extent it did not occur, files are not entirely accurate. In either case, program staff were put on notice that the District does depend on central files and will do so increasingly in the future. In the long run, this seems the most productive solution.

- Some information which seemed quite basic for program descriptions proved difficult to collect. Staff interpreted the questions differently which meant requesting further information or clarification. Asking how many staff were involved or what the budget was proved difficult or impossible to determine on some programs locally funded or with mixed funding. Program staff were not used to thinking in those terms, some programs were not isolated by budget codes, and some were simply so complicated that they would take more than the time available to determine for a generic evaluation. The process did prove time consuming; one way to reduce the time would be to simply accept what was provided the first time. However, quality and comparability would suffer. Past that, the amount of checking and re-checking which is "reasonable" for a generic evaluation must be defined.

Thus, while GENESYS takes little time for a user, it does indeed take considerable resources for evaluation staff to do the initial programming, coordination, and set-up work. This cost should be reduced as time goes on and formats are accepted. Of course, there are always differences in opinion on formats, and use brings up new needs and questions. At the end of this first year, it is anticipated that GENESYS will evolve next year as an improved product.

SUMMARY

In the beginning, there was no formal evaluation in education. Then required grant reports, followed by full-blown process and product evaluations, came into being. GENESYS represents a new evolution--an approach which can be a total evaluation or a tool to enhance traditional evaluations by providing basic data simply. We eagerly await reactions to its usefulness.

LIBERAL ARTS ACADEMY AT JOHNSTON

The Liberal Arts Academy at Johnston High School served high achievers through a curriculum which stressed college preparation. The program was initiated at the start of the 1988-89 school year with grade nine students only; successive grades will be added each fall.

- Achievement gains made by Liberal Arts Academy students (spring, 1988 ITBS to spring, 1989 TAP) far exceeded predicted levels for similar high achievers districtwide. They averaged a gain of 3.5 years in reading and 3.2 years in mathematics.
- Program students' attendance surpassed District rates for senior high school students.
- At the end of the fifth six weeks, none of the Academy students had dropped out of school, compared to 8.8% of the AISD high school students.

GENESYS PROGRAM DESCRIPTION

PROGRAM NAME: Liberal Arts Academy (Johnston)
EVALUATION CONTACT: Linda Frazer
PROGRAM CONTACT: Clark Lyman

- Funding (Local, State or Federal): Local
- Budget allocation: $357,022

- Number of campuses with program: 1 -- Johnston High School. Representatives from all public middle/ junior highs - all attendance areas.

- Eligibility/students served:
  1. ITBS Language and Reading Total
  2. GPA - (junior high)
  3. Most recent grades
  4. Application essay
  5. Interview - student and parent - sign contract - student, parent, school
  6. 2 or more teacher recommendations junior high honors courses - artistic, creative

  Staff take into account all the above to best place student whether LAA, Science Academy, Honors Courses

- Grade served: 9 (1st year of program) - eventually 9 - 12 (will add a grade a year)

- Source of file: Roster with all in program as of January

- Subject areas taught: 7 period academic day
  1 Foreign Language required
  1 LAA English
  1 LAA Social Studies
  1 Science
  1 Mathematics
  *Health, PE
  *Selected electives (must be approved)
  Band, Drama

- Program focus/goals/methods: The Liberal Arts Academy at Johnston High School provides gifted, creative, and talented students an accelerated academic program leading to an exceptionally strong preparation for college. It is expected that students will graduate at the end of four years with one year's college credit. Capable students and their LAA families are interested in a general preparation in all liberal arts areas and special enrichment in the areas of foreign languages and the humanities. Additionally, the Liberal Arts Academy provides study trips, resource speakers, and numerous cultural opportunities to its student scholars on an ongoing basis.

88.40

1988-89 LIBERAL ARTS ACADEMY
SENIOR HIGH EXECUTIVE SUMMARY

GROUP CHARACTERISTICS:
Number students in this group: 74
Percent low income: 16
Percent minority: 38
Percent female: 62
Percent limited English proficient(LEP): 0
Percent overage for their grade: 7
Percent special education students: 1

Major Findings

TAP ACHIEVEMENT: In spring, 1989, program students most often scored above the 1985 national norm on the TAP in reading and above the 1985 national norm in mathematics.

Comparing scores from spring, 1988 and spring, 1989, these levels of achievement are most often above predicted levels in reading and above predicted levels in mathematics based on the Report on School Effectiveness (ROSE).

TEAMS ACHIEVEMENT: The percentage of program students mastering the TEAMS in 1988-89 at grade 9 was higher than the AISD average in mathematics, higher in reading, and higher in writing.

ATTENDANCE: The fall attendance rate for program students in 1988-89 was 94.8%, higher than AISD's senior high rate of 93.3%. The program spring rate of 94.8% was higher than AISD's senior high rate of 90.2%. Compared to program students in 1987-88, the 1988-89 attendance of program students was lower for fall and higher for spring.

DISCIPLINE: The percentage of program students involved in discipline incidents in fall, 1988, 0.0%, was lower than AISD's senior high rate (3.3%); the program spring rate of 0.0% was lower than AISD's high school rate (4.2%). Compared to 1987/88, the percentage of program students disciplined was lower for fall and lower for spring.

GRADES AND CREDITS: The 1988-89 fall grade point average (GPA) for program students was 84.2, higher than than that for AISD high school students overall (82.3). The program spring GPA was 85.3, higher than than that for AISD high schools overall (82.6). The average number of credits earned in the fall, 3.2, was higher than than that for AISD (2.6); spring credits earned, 3.2 , were higher than AISD high schools overall (2.3).

Compared to spring, 1988, the fall, 1988 GPA of program students was lower; the number of credits earned was higher.
Compared to fall, 1988, the spring, 1989 GPA of program students was higher; the number of credits earned was lower.

RETAINEES/DROPOUTS: In spring, 1989 6.8% of the program students were recommended for retention the following year compared to 22.2% for all AISD senior high students. By the end of the fifth six weeks of 1988-89, 0 program students (0.0%) had dropped out compared to 8.8% of high school students districtwide.

GENESYS PROGRAM SUMMARY PAGE 1 GROUP NAME LIBERAL ARTS ACADEMY 17JUL89 1988-89

	NUMBER SERVED	ETHNICITY H %	ETHNICITY O %	SEX F %	SEX M %	LOW INCOME %	LEP %	OVER AGE FOR GRADE %	SPECIAL ED %	ATTENDANCE % ATT/ENR F	ATTENDANCE % ATT/ENR S	DISCIPLINE %INVOLVED F	DISCIPLINE %INVOLVED S	GRADES & CREDITS AVG	GRADES & CREDITS F	GRADES & CREDITS S	DROPOUT % END OF 5TH 6 WK	RETAINED SPR 89 %
88/89	0074	12	26 62	62	38	16	00	07	01	94.8	94.8	0.0	0.0	CREDITS EARNED		3.2	0.0	6.8
														# F		0.22	0.33	
														# NG		0.22	0.23	
														GPA		84.2	85.3	
										F	S	F	S		F	S	89 TOTAL	
87/88										96.9	94.7	2.7	1.4		0.09	0.15	N/A	
															88.9	88.9		

ITBS/TAP MEDIAN %ILES 88-89

GRADE	PK	K	1	2	3	4	5	6	7	8	9	10	11	12
TOTAL N											73			
RC %ILE											87			
N											65			
MT %ILE											81			
N											65			
C %ILE											85			
N											63			

TEAMS % MASTERING

	1	3	5	7	9	11
R%					100	
N					72	
M%					99	
N					72	
W%					96	
N					71	

ROSE SPRING 88 TO 89 MEAN GE

RC	
N	54
88	10.9
89	14.4
GAIN	3.5
ROSE	+
PRED SCR	12.5
RESIDUAL	1.9
MT	
N	55
88	10.5
89	13.7
GAIN	3.2
ROSE	+
PRED SCR	11.9
RESIDUAL	1.8

B = BLACK, H = HISPANIC
O = OTHER
R = READING
M = MATHEMATICS
W = WRITING
RC = READING COMP
MT = MATH TOTAL
C = COMPOSITE
F = FEMALE(SEX) FALL(SEMESTER)
M = MALE
S = SPRING(SEMESTER)
NG = NO GRADE
N = NUMBER STUDENTS
%ILE = PERCENTILE
GE = GRADE EQUIVALENT
* = NUMBER OF STUDENTS IS TOO SMALL FOR ANALYSIS
+ = EXCEEDED PRED SCR
= = ACHIEVED PRED SCR
- = BELOW PRED SCR
LA = LANGUAGE ARTS

KEALING MAGNET SCHOOL

The Kealing Magnet School serves mathematics, computer technology, and science high achievers. The program also stresses academic development in other basic subjects.

- ITBS achievement levels in spring, 1989 exceeded national norms; gains from spring, 1988 to spring, 1989 were generally equal to predicted levels for other high achievers districtwide.
- Program students were seldom involved in discipline incidents; 0.9% were disciplined in the fall and no one was in the spring (compared to AISD middle school/junior high rates of 4.4% and 5.6%, respectively).
- None of the Kealing Magnet students dropped out of school by the end of the fifth six weeks, but 3.3% of the District's middle school/junior high students had.

GENESYS PROGRAM DESCRIPTION

PROGRAM NAME: Kealing Magnet School
EVALUATION CONTACT: Nancy Baenen
PROGRAM CONTACT: Wayne Schade

- Funding (Local, State, or Federal): Local
- Budget allocation: $174,808
- Number of staff: 7 Kealing teachers assigned to magnet
- Number of campuses with program: Kealing Junior High
- Eligibility/students served: 228 students
  The academic qualifications include:
  1. High standards on ITBS = 80th or above on composite score;
  2. High grades;
  3. A high interest in science, math or computer technology;
  4. A high score on a hand-written essay to one of three questions related to contemporary science issues; and
  5. Teacher recommendations are also used to support the applicants' qualifications.
- Grade served: 7th and 8th
- Source of file: Computer file as of January based on course number
- Subject areas taught: Science, mathematics, and computers
- Program focus/goals/methods: The program provides students with educational experiences which stress strong academic development in basic subject areas. A focus is computers as productivity tools and the methods of scientific inquiry. Students are given opportunities to develop personal skills in studying, organizing, communicating, cooperating, and test taking.

88.40

1988-89 KEALING MAGNET
MIDDLE SCHOOL/JUNIOR HIGH EXECUTIVE SUMMARY

GROUP CHARACTERISTICS:
Number students in this group: 228
Percent low income: 19
Percent minority: 38
Percent female: 47
Percent limited English proficient(LEP): 1
Percent overage for their grade: 9
Percent special education students: 1

Major Findings

ITBS ACHIEVEMENT: In spring, 1989, program students most often scored above the 1985 national norm on the ITBS in reading and above the 1985 national norm in mathematics.

Comparing scores from spring, 1988 and spring, 1989, these levels of achievement are most often at predicted levels in reading and incon predicted levels in mathematics based on the Report on School Effectiveness (ROSE).

TEAMS ACHIEVEMENT: The percentage of program students mastering the TEAMS in 1988-89 at grade 7 was higher than the AISD average in mathematics, higher in reading, and higher in writing.

ATTENDANCE: The fall attendance rate for program students in 1988-89 was 96.9%, higher than AISD's middle school/junior high rate of 95%. The program spring rate of 95.5% was higher than AISD's rate of 92.9%. Compared to program students in 1987-88, the 1988-89 attendance was lower for fall and lower for spring.

DISCIPLINE: The percentage of program students involved in discipline incidents in the fall, 0.9%, was lower than AISD's middle school/junior high rate (4.4%); the program spring rate of 0.0% was lower than AISD's middle school/junior high rate (5.6%). Compared to 1987-88, the percentage of program students disciplined was lower for fall and the same for spring.

GRADES: The 1988-89 fall grade point average (GPA) for program students was 86.1, higher than that for AISD middle schools/junior highs overall (82.9). The program spring GPA was 86.0, higher than that for AISD middle school/junior highs overall (82.1).

Compared to spring, 1988, the fall 1988 GPA of program students was lower. Compared to fall, 1988, the spring, 1989, GPA of program students was lower.

RETAINEES/DROPOUTS: In spring, 1989, 3.5% of the program students were recommended for retention the following year compared to 15.3% for all AISD middle school/junior high students. By the end of the fifth six weeks of 1988-89, 0 program students (0.0%) had dropped out compared to 3.3% of middle school/junior high students districtwide.

GENESYS PROGRAM SUMMARY PAGE 1 GROUP NAME KEALING MAGNET 12JUL89 1988-89

	NUMBER SERVED	ETHNICITY% B	ETHNICITY% O	SEX% F	SEX% M	LOW INCOME%	LEP%	OVER AGE FOR GRADE%	SPECIAL ED%	ATTENDANCE % ATT/ENR F	ATTENDANCE % ATT/ENR S	DISCIPLINE %INVOLVED F	DISCIPLINE %INVOLVED S	GRADES & CREDITS AVG	GRADES & CREDITS F	GRADES & CREDITS S	DROPOUT % END OF 5TH 6 WK	RETAINED SPR 89 %
88/89	0228	22	15 62	47	53	19	01	09	01	96.9	95.5	0.9	0.0	CREDITS EARNED			0.0	3.5
														# F	0.25	0.30		
														# NG	.	.		
														GPA	86.1	86.0		
										F	S	F	S		F	S	89 TOTAL	
87/88										97.7	95.7	1.3	0.0				N/A	
															0.12	0.09		
															88.4	88.3		

ITBS/TAP MEDIAN %ILES 88-89

GRADE	PK	K	1	2	3	4	5	6	7	8	9	10	11	12
TOTAL N									94	134				
RC %ILE									78	85				
N									91	129				
MT %ILE									79	84				
N									90	131				
C %ILE									85	89				
N									89	127				

TEAMS % MASTERING

	1	3	5	7	9	11
R%				100		
N				94		
M%				99		
N				93		
W%				90		
N				93		

ROSE SPRING 88 TO 89 MEAN GE

RC		
N	85	109
88	8.4	9.7
89	9.3	10.7
GAIN	0.9	1.0
ROSE	=	=
PRED SCR	9.2	10.5
RESIDUAL	0.2	0.1
MT		
N	84	112
88	8.4	9.7
89	9.0	10.3
GAIN	0.6	0.7
ROSE	=	+
PRED SCR	8.9	10.2
RESIDUAL	0.1	0.1

B = BLACK, H = HISPANIC
O = OTHER
R = READING
M = MATHEMATICS
W = WRITING
RC = READING COMP
MT = MATH TOTAL
C = COMPOSITE
F = FEMALE(SEX)
FALL(SEMESTER)
M = MALE
S = SPRING(SEMESTER)
NG = NO GRADE
N = NUMBER STUDENTS
%ILE = PERCENTILE
GE = GRADE EQUIVALENT
* = NUMBER OF STUDENTS IS TOO SMALL FOR ANALYSIS
+ = EXCEEDED PRED SCR
= = ACHIEVED PRED SCR
- = BELOW PRED SCR
LA = LANGUAGE ARTS

SIXTH GRADERS 1987-88 AND 1988-89-- MIDDLE SCHOOL VS. ELEMENTARY SCHOOL

The major findings for the analyses of sixth-grade students in AISD's elementaries and junior high/middle schools reveal that:

- In 1988-89, based on comparisons to predicted scores, sixth graders in elementary schools outgained their middle school counterparts. This finding was true in 1987-88 also.
- Now that the 1987-88 sixth graders have completed seventh grade the situation has reversed. In 1988-89, based on comparisons to predicted scores, students in the second year of middle school consistently outgained the students who were in the first year of junior high. This change was most pronounced for high achieving students.
- In 1987-88 and 1988-89 sixth graders in elementary school had fewer discipline incidents than sixth graders in middle school.
- Seventh graders as second-year middle school students were less likely to be retained, pending summer school, and were more likely to drop out than seventh graders who were first-time junior high students.

More detail is presented in tables following the project description.

GENESYS PROGRAM DESCRIPTION

PROGRAM NAME: Middle Schools -- 6th graders
EVALUATION CONTACT: Linda Frazer
PROGRAM CONTACT: Jose Lopez

- Funding (Local, State, or Federal): Local
- Budget allocation: Unknown
- Number of staff: Campus staff
- Number of campuses with program: 11 middle/junior highs - elementary schools
- Eligibility/students served: Eligibility based on residence; about 85% of sixth graders in AISD are in middle schools.
- Grade served: 6
- Source of files: 1987-88 and 1988-89 ROSE computer files -- all first-time sixth graders enrolled between October 1 and April 30 at the same school with valid test scores for that year and the previous year. LEP A and B students excluded.
- Subject areas taught: All
- Program focus/goals/methods: In 1987-88 the Austin Independent School District placed about 85% of its sixth graders on campuses that formerly had housed seventh and eighth grade only. The change involved more than just a physical shift. At these campuses, instead of an elementary organizational structure characterized by self-contained classes and a nurturing, child-centered environment, sixth grade education was based on a middle school organizational structure characterized by semi-departmentalized "block" scheduling and an environment designed to provide a bridge between elementary and secondary education. Comparisons have been done to determine whether high, average, and low achievers in elementary and middle school settings fared better in a middle school versus an elementary setting.

Key Questions:

1. Is there any difference in the academic progress of 1988-89 sixth graders by type campus attended?

2. How does the performance of this year's sixth graders by type campus compare with last year's results?

3. Now that last year's sixth graders are in the seventh grade, is there any difference in achievement on the ITBS reading and mathematics tests by type campus attended in the sixth grade?

4. How does the performance of this year's seventh graders compare to the performance of the same group of students by type campus attended last year as 6th graders?

Students were grouped by performance on the ITBS:

Reading: low=GE below 5.3 Middle=GE 5.4-6.7 High=GE above 6.8

Math: low=GE below 5.6 Middle=GE 5.7-6.7 High=GE above 6.8

1988-89 Sixth Graders

Elementary		Middle Schools	
Low Math	Low Reading	Low Math	Low Reading
Middle Math	Middle Reading	Middle Math	Middle Reading
High Math	High Reading	High Math	High Reading

1987-88 Sixth Graders
(now seventh graders)

Elementary		Middle Schools	
Low Math	Low Reading	Low Math	Low Reading
Middle Math	Middle Reading	Middle Math	Middle Reading
High Math	High Reading	High Math	High Reading

The charts which follow summarize trends across all groups. GENESYS sheets are shown for high reading achievement groups in 1988-89 and 1987-88. Other group results can be found in the GENESYS technical report (88.46).

STUDENTS IN SIXTH GRADE IN 1989

SUMMARY OF ROSE RESULTS
MEAN PRETEST, POSTTEST, PREDICTED SCORE, AND RESIDUAL
FOR READING AND MATHEMATICS ON THE ITBS

Reading

Pretest Score		N	Pretest	Posttest	Predicted Score	GE** Residual	ROSE*
Below 5.3	M.S.	751	4.5	5.1	5.3	-0.2	-
"LOW"	Elem.	119	4.3	5.0	4.9	0.1	=
5.4 - 6.7	M.S.	888	6.0	6.7	6.8	-0.1	-
"MIDDLE"	Elem.	119	6.1	6.8	6.7	0.1	=
Above 6.8	M.S.	767	7.9	8.4	8.7	-0.2	-
"HIGH"	Elem.	207	7.9	8.5	8.5	0.0	=

Mathematics

Pretest Score		N	Pretest	Posttest	Predicted Score	Residual	ROSE*
Below 5.6	M.S.	816	4.9	5.7	5.6	0.0	=
"LOW"	Elem.	125	4.8	5.8	5.5	0.4	+
5.7 - 6.7	M.S.	822	6.2	6.8	6.9	-0.1	-
"MIDDLE"	Elem.	116	6.3	7.2	6.8	0.3	+
Above 6.8	M.S.	766	7.7	8.2	8.3	-0.1	-
"HIGH"	Elem.	205	8.1	8.6	8.6	0.0	=

*ROSE: "+" Exceed Predicted Score ** in tenths of a GE year
"=" Achieved Predicted Score
"-" Below Predicted Score

Findings: In 1988-89, sixth graders in elementary schools out gained their middle school counterparts. This finding was true in 1987-88 also. This difference was especially apparent for middle achieving students in mathematics where elementary students exceeded the predicted score and middle school students were below the predicted score.

STUDENTS IN SIXTH GRADE IN 1988
AND SEVENTH GRADE IN 1989
SUMMARY OF ROSE RESULTS
MEAN PRETEST, POSTTEST, PREDICTED SCORE, AND RESIDUAL
FOR READING AND MATHEMATICS ON THE ITBS

Reading

Pretest Score		N	Pretest	Posttest	Predicted Score	Residual	ROSE*
Below 5.3	M.S.	557	5.4	6.3	6.2	0.1	=
	Elem.	98	5.5	6.3	6.2	0.1	=
5.4 - 6.7	M.S.	647	7.1	7.9	7.9	0.1	=
	Elem.	92	7.1	7.7	7.9	-0.2	=
Above 6.8	M.S.	635	8.7	9.6	9.4	0.2	+
	Elem.	154	9.4	9.9	10.3	-0.4	-

Mathematics

Pretest Score		N	Pretest	Posttest	Predicted Score	Residual	ROSE*
Below 5.6	M.S.	576	5.9	6.5	6.6	0.0	=
	Elem.	103	5.8	6.5	6.5	0.0	=
5.7 - 6.7	M.S.	600	7.1	7.8	7.7	0.0	=
	Elem.	112	7.3	7.8	7.9	-0.1	=
Above 6.8	M.S.	655	8.5	9.4	9.1	0.3	+
	Elem.	131	9.2	9.5	9.8	-0.2	-

*ROSE: "+" Exceeded Predicted Score
"=" Achieved Predicted Score
"-" Below Predicted Score

Findings: Based on comparisons to predicted scores, in 1987-88 sixth graders in elementary schools consistently outgained their middl middle school counterparts. Now that these students have completed seventh grade, the situation has reversed. The change was most pronounced for high achieving students.

88.40

AUSTIN INDEPENDENT SCHOOL DISTRICT
Department of Management Information
Office of Research and Evaluation

ATTENDANCE

	1988 Elementary				1989 Elementary			
	Sixth 87-88		Seventh 88-89		Fifth 87-88		Sixth 88-89	
	F	S	F	S	F	S	F	S
High M	97.1	95.8	97.4	96.1	97.7	96.6	97.5	95.9
High R	96.8	95.3	97.2	95.9	97.6	96.3	97.1	95.8
Mid M	96.5	94.9	95.7	94.1	97.5	95.9	96.7	95.9
Mid R	96.4	94.7	95.5	93.9	97.5	96.2	97.5	96.0
Low M	96.8	94.9	95.5	92.5	96.4	94.8	96.5	95.4
Low R	97.1	95.6	95.6	92.6	96.5	95.0	96.5	95.4

	1988 Middle				1989 Middle			
	Sixth 87-88		Seventh 88-89		Fifth 87-88		Sixth 88-89	
	F	S	F	S	F	S	F	S
High M	97.1	96.0	96.4	95.2	97.7	96.3	96.9	95.8
High R	97.1	95.9	96.4	95.2	97.5	96.1	96.7	95.4
Mid M	96.6	95.0	95.4	93.6	97.1	95.6	96.2	94.4
Mid R	96.6	95.1	95.6	93.9	97.1	95.8	96.4	94.7
Low M	95.8	94.1	94.1	92.7	96.5	95.3	95.5	93.5
Low R	95.9	94.1	93.8	92.3	96.6	95.3	95.6	93.4

Findings:

1. In 1988-89, sixth graders in elementary schools had higher attendance rates than sixth graders in middle schools. In all cases the rates were less than one percentage point different.

2. Students in middle schools for the second year (seventh graders) had lower attendance rates than students in junior highs for the first year (seventh graders).

3. With the exception of Low Math and Low Reading groups, sixth graders in elementary schools in 1987-88 had a lower rate of attendance than sixth graders in middle schools. In 1988-89 the reverse occurred. With the exception of Low Math and Low Reading the sixth graders in elementary schools had a higher higher attendance rate than sixth graders in middle schools.

88.40

AUSTIN INDEPENDENT SCHOOL DISTRICT
Department of Management Information
Office of Research and Evaluation

DISCIPLINE

	1988 Elementary				1989 Elementary			
	Sixth 87-88		Seventh 88-89		Fifth 87-88		Sixth 88-89	
	F	S	F	S	F	S	F	S
High M	0.7	0.0	1.3	0.0	0.5	0.0	0.0	0.5
High R	0.0	0.6	0.6	0.0	0.0	0.0	0.0	0.5
Mid M	0.0	1.6	0.8	3.9	0.0	0.0	0.0	0.0
Mid R	0.0	0.9	2.8	2.8	0.0	0.0	0.8	0.0
Low M	0.0	0.0	6.7	6.0	0.0	1.6	1.6	4.0
Low R	0.8	0.0	6.1	7.6	0.8	1.7	0.8	4.2

	1988 Middle				1989 Middle			
	Sixth 87-88		Seventh 88-89		Fifth 87-88		Sixth 88-89	
	F	S	F	S	F	S	F	S
High M	1.1	0.7	0.8	2.2	0.3	0.5	0.5	2.0
High R	1.5	1.0	0.6	2.1	0.1	0.4	0.5	2.0
Mid M	3.1	3.0	2.0	4.9	0.2	0.4	2.7	3.6
Mid R	2.9	2.9	2.9	3.6	0.3	0.5	2.7	3.9
Low M	7.0	7.0	8.0	8.2	0.1	0.9	4.4	7.5
Low R	7.2	7.1	7.6	9.9	0.1	0.9	4.7	7.3

Findings:
1. In 1989 sixth graders in elementary schools had fewer discipline incidents than sixth graders in middle schools.
2. The 1988 sixth graders in elementary schools also had fewer discipline incidents than sixth graders in middle schools.
3. Overall, this year's seventh graders who were in middle schools last year had more discipline incidents than seventh graders who were in elementary schools last year.

88.40

AUSTIN INDEPENDENT SCHOOL DISTRICT
Department of Management Information
Office of Research and Evaluation

GRADES

	1988 Elementary				1989 Elementary			
	Sixth 87-88		Seventh 88-89		Fifth 87-88		Sixth 88-89	
	F	S	F	S	F	S	F	S
High M			89.3	89.6				
High R			88.3	88.6				
Mid M			82.8	81.9				
Mid R			82.5	81.0				
Low M			75.9	75.8				
Low R			76.2	76.4				

	1988 Middle				1989 Middle			
	Sixth 87-88		Seventh 88-89		Fifth 87-88		Sixth 88-89	
	F	S	F	S	F	S	F	S
High M	88.8	88.3	89.1	88.1			89.9	89.3
High R	88.3	87.8	88.3	87.5			89.5	88.8
Mid M	84.5	83.9	83.2	82.2			84.9	84.0
Mid R	84.6	84.1	83.9	82.4			84.8	83.9
Low M	79.8	79.5	77.6	76.7			79.4	78.0
Low R	79.9	79.6	77.6	77.0			79.4	78.2

Findings:

1. Top seventh graders who were in elementary schools as sixth graders had a higher grade point average than seventh graders who were in middle schools as sixth graders. Difference is half a grade point or less.

2. Middle and low students in their second year of middle school had higher grades than those in their first year of junior high. (Difference from .3 to 1.7 grade points.)

3. In middle schools, grades obtained by this year's sixth graders were comparable to grades obtained by last year's sixth graders. For low students, grades in 1988-89 were 0.4 to 1.5 points lower than last year. For middle or high-achieving students, grades were 0.1 to 1.2 points higher than last year's.

88.40

AUSTIN INDEPENDENT SCHOOL DISTRICT
Department of Management Information
Office of Research and Evaluation

F'S

	1988 Elementary				1989 Elementary			
	Sixth 87-88		Seventh 88-89		Fifth 87-88		Sixth 88-89	
	F	S	F	S	F	S	F	S
High M			0.16	0.13	N/A		N/A	
High R			0.22	0.18				
Mid M			0.57	0.61				
Mid R			0.70	0.80				
Low M			1.48	1.49				
Low R			1.40	1.38				

	1988 Middle				1989 Middle			
	Sixth 87-88		Seventh 88-89		Fifth 87-88		Sixth 88-89	
	F	S	F	S	F	S	F	S
High M	0.05	0.07	0.10	0.18			0.02	0.06
High R	0.08	0.09	0.16	0.22			0.05	0.12
Mid M	0.22	0.25	0.53	0.62			0.20	0.33
Mid R	0.22	0.26	0.48	0.61			0.22	0.31
Low M	0.62	0.70	1.17	1.25			0.69	0.92
Low R	0.62	0.70	1.16	1.22			0.69	0.93

Findings: 1. In 1988-89 students in first year of middle school (sixth graders) earned fewer F's than those in second year of middle school (seventh graders) except for High Reading.

2. Students in second year of middle school (seventh graders) earned fewer F's than those seventh graders in first year of junior high (except for spring semester for High Math, High Reading, and Middle Math).

88.40

AUSTIN INDEPENDENT SCHOOL DISTRICT
Department of Management Information
Office of Research and Evaluation

	DROPOUTS		RETAINED	
	1988 Elementary	1989 Elementary	1988 Elementary	1989 Elementary
High M	0.0		2.6	
High R	0.0		3.4	
Mid M	0.0		11.7	
Mid R	0.0		14.8	
Low M	0.7		28.4	
Low R	0.8		26.7	

	DROPOUTS		RETAINED	
	1988 Middle	1989 Middle	1988 Middle	1989 Middle
High M	0.8		1.6	0.9
High R	0.7		2.2	2.0
Mid M	0.7		9.4	6.3
Mid R	0.4		9.5	6.4
Low M	0.6		21.6	18.1
Low R	1.0		21.5	18.1

Findings:
1. Seventh graders as second year middle school students were less likely to be retained, pending summer school, than seventh graders as first time junior high students.
2. Seventh graders who were second year middle schoolers were more likely to dropout than seventh graders who were first time junior high students.

88.40

1988-89 88 ELEMENTARY 6TH GRADERS - HIGH READING
MIDDLE SCHOOL/JUNIOR HIGH EXECUTIVE SUMMARY

GROUP CHARACTERISTICS:
Number students in this group: 176
Percent low income: 10
Percent minority: 16
Percent female: 52
Percent limited English proficient(LEP): 0
Percent overage for their grade: 9
Percent special education students: 0

Major Findings

ITBS ACHIEVEMENT: In spring, 1989, program students most often scored above the 1985 national norm on the ITBS in reading and above the 1985 national norm in mathematics.

Comparing scores from spring, 1988 and spring, 1989, these levels of achievement are most often below predicted levels in reading and below predicted levels in mathematics based on the Report on School Effectiveness (ROSE).

TEAMS ACHIEVEMENT: The percentage of program students mastering the TEAMS in 1988-89 at grade 7 was higher than the AISD average in mathematics, higher in reading, and higher in writing.

ATTENDANCE: The fall attendance rate for program students in 1988-89 was 97.2%, higher than AISD's middle school/junior high rate of 95%. The program spring rate of 95.9% was higher than AISD's rate of 92.9%. Compared to program students in 1987-88, the 1988-89 attendance was higher for fall and higher for spring.

DISCIPLINE: The percentage of program students involved in discipline incidents in fall, 1988, 0.6%, was lower than AISD's middle school/junior high rate (4.4%); the program spring rate of 0.0% was lower than AISD's middle school/junior high rate (5.6%). Compared to 1987-88, the percentage of program students disciplined was higher for fall and lower for spring.

GRADES: The 1988-89 fall grade point average (GPA) for program students was 88.3, higher than that for AISD middle schools/junior highs overall (82.9). The program spring GPA was 88.6, higher than that for AISD middle school/junior highs overall (82.1).

Compared to spring, 1988, the fall 1988 GPA of program students was higher. Compared to fall, 1988, the spring, 1989, GPA of program students was higher.

RETAINEES/DROPOUTS: In spring, 1989, 3.4% of the program students were recommended for retention the following year compared to 15.3% for all AISD middle school/junior high students. By the end of the fifth six weeks of 1988-89, 0 program students (0.0%) had dropped out compared to 3.3% of middle school/junior high students districtwide.

* incon. = inconsistent, not consistently higher or lower

GENESYS PROGRAM SUMMARY PAGE 1 GROUP NAME 88 ELEMENTARY 6TH GRADERS - HIGH READING 18JUL89 1988-89

	NUMBER SERVED	ETHNICITY % B	% H	% O	SEX % F	% M	LOW INCOME %	LEP %	OVER AGE FOR GRADE %	SPECIAL ED %	% ATTENDANCE ENRS F	S	%INVOLVED DISCIPLINE F	S	GRADES & CREDITS AVG	F	S	% DROPOUT END OF 5TH 6 WK	RETAINED SPR 89 %
88/89	0176	07	09	84	52	48	10	00	09	00	97.2	95.9	0.6	0.0	CREDITS EARNED	.	.	0.0	3.4
															# F	0.22	0.18		
															# NG	.	.		
															GPA	88.3	88.6		
											F	S	F	S		F	S	89 TOTAL	
87/88											96.8	95.3	0.0	0.6		.	.	N/A	

GRADE	PK	K	1	2	3	4	5	6	7	8	9	10	11	12
ITBS/TAP MEDIAN %ILES 88-89														
TOTAL N									1 175					
RC %ILE									84					
N									157					
MT %ILE									83					
N									157					
C %ILE									89					
N									155					

TEAMS % MASTERING	1	3	5	7	9	11
R%			99			
N			160			
M%			100			
N			159			
W%			95			
N			160			

ROSE SPRING 88 TO 89
MEAN GE

RC	
N	154
88	9.4
89	9.9
GAIN	0.5
ROSE	-
PRED SCR	10.3
RESIDUAL	-.4

MT	
N	154
88	8.9
89	9.3
GAIN	0.4
ROSE	-
PRED SCR	9.5
RESIDUAL	-.2

B = BLACK, H = HISPANIC
O = OTHER
R = READING
M = MATHEMATICS
W = WRITING
RC = READING COMP
MT = MATH TOTAL
C = COMPOSITE
F = FEMALE(SEX)
FALL(SEMESTER)
M = MALE
S = SPRING(SEMESTER)
NG = NO GRADE
N = NUMBER STUDENTS
%ILE = PERCENTILE
GE = GRADE EQUIVALENT
* = NUMBER OF STUDENTS IS TOO SMALL FOR ANALYSIS
+ = EXCEEDED PRED SCR
= = ACHIEVED PRED SCR
- = BELOW PRED SCR
LA = LANGUAGE ARTS

88.40

1988-89 88 MIDDLE SCHOOL 6TH GRADERS - HIGH READING
MIDDLE SCHOOL/JUNIOR HIGH EXECUTIVE SUMMARY

GROUP CHARACTERISTICS:
Number students in this group: 718
Percent low income: 12
Percent minority: 24
Percent female: 48
Percent limited English proficient(LEP): 0
Percent overage for their grade: 8
Percent special education students: 1

Major Findings

ITBS ACHIEVEMENT: In spring, 1989, program students most often scored above the 1985 national norm on the ITBS in reading and above the 1985 national norm in mathematics.

Comparing scores from spring, 1988 and spring, 1989, these levels of achievement are most often above predicted levels in reading and above predicted levels in mathematics based on the Report on School Effectiveness (ROSE).

TEAMS ACHIEVEMENT: The percentage of program students mastering the TEAMS in 1988-89 at grade 7 was higher than the AISD average in mathematics, higher in reading, and higher in writing.

ATTENDANCE: The fall attendance rate for program students in 1988-89 was 96.4%, higher than AISD's middle school/junior high rate of 95%. The program spring rate of 95.2% was higher than AISD's rate of 92.9%. Compared to program students in 1987-88, the 1988-89 attendance was lower for fall and lower for spring.

DISCIPLINE: The percentage of program students involved in discipline incidents in the fall, 0.6%, was lower than AISD's middle school/junior high rate (4.4%); the program spring rate of 2.1% was lower than AISD's middle school/junior high rate (5.6%). Compared to 1987-88, the percentage of program students disciplined was lower for fall and higher for spring.

GRADES: The 1988-89 fall grade point average (GPA) for program students was 88.3, higher than that for AISD middle schools/junior highs overall (82.9). The program spring GPA was 87.5, higher than that for AISD middle school/junior highs overall (82.1).

Compared to spring, 1988, the fall 1988 GPA of program students was higher. Compared to fall, 1988, the spring, 1989, GPA of program students was lower.

RETAINEES/DROPOUTS: In spring, 1989, 2.2% of the program students were recommended for retention the following year compared to 15.3% for all AISD middle school/junior high students. By the end of the fifth six weeks of 1988-89, 5 program students (0.7%) had dropped out compared to 3.3% of middle school/junior high students districtwide.

GENESYS PROGRAM SUMMARY PAGE 1 GROUP NAME 88 MIDDLE SCHOOL 6TH GRADERS - HIGH READING 18JUL89 1988-89

	NUMBER SERVED	ETHNICITY % B	ETHNICITY % H	ETHNICITY % O	SEX % F	SEX % M	LOW INCOME %	LEP %	OVERAGE FOR GRADE %	SPECIAL ED %	ATTENDANCE % ATT/ENR F	ATTENDANCE % ATT/ENR S	DISCIPLINE %INVOLVED F	DISCIPLINE %INVOLVED S	GRADES & CREDITS AVG	GRADES & CREDITS F	GRADES & CREDITS S	DROPOUT % END OF 5TH 6 WK	RETAINED SPR 89 %
88/89	0718	07	17	76	48	52	12	0	08	01	96.4	95.2	0.6	2.1	CREDITS EARNED			0.7	2.2
															# F	0.16	0.22		
															# NG	.	.		
															GPA	88.3	87.5		
											F	S	F	S		F	S	89 TOTAL	
87/88											97.1	95.9	1.5	1.0		0.08	0.09	N/A	
																88.3	87.8		

ITBS/TAP MEDIAN %ILES 88-89

GRADE	PK	K	1	2	3	4	5	6	7	8	9	10	11	12
TOTAL N								5	713					
RC %ILE								83	68					
N								1	649					
MT %ILE								93	65					
N								1	647					
C %ILE								90	73					
N								1	643					

TEAMS % MASTERING

	1	3	5	7	9	11
R%			99			
N			654			
M%			99			
N			654			
W%			97			
N			653			

ROSE SPRING 88 TO 89 MEAN GE

RC		
N	1	635
88	8.1	8.7
89	8.5	9.6
GAIN	0.4	1.0
ROSE	*	+
PRED SCR	8.9	9.4
RESIDUAL	-.4	0.2
MT		
N	1	632
88	8.2	8.3
89	8.8	9.2
GAIN	0.6	0.9
ROSE	*	+
PRED SCR	8.9	8.9
RESIDUAL	-.1	0.3

B = BLACK, H = HISPANIC
O = OTHER
R = READING
M = MATHEMATICS
W = WRITING
RC = READING COMP
MT = MATH TOTAL
C = COMPOSITE
F = FEMALE(SEX)
FALL(SEMESTER)
M = MALE
S = SPRING(SEMESTER)
NG = NO GRADE
N = NUMBER STUDENTS
%ILE = PERCENTILE
GE = GRADE EQUIVALENT
* = NUMBER OF STUDENTS IS TOO SMALL FOR ANALYSIS
+ = EXCEEDED PRED SCR
= = ACHIEVED PRED SCR
- = BELOW PRED SCR
LA = LANGUAGE ARTS

88.40

1988-89 89 ELEMENTARY 6TH GRADERS - HIGH READING

MIDDLE SCHOOL/JUNIOR HIGH EXECUTIVE SUMMARY

GROUP CHARACTERISTICS:
Number students in this group: 207
Percent low income: 10
Percent minority: 13
Percent female: 53
Percent limited English proficient(LEP): 0
Percent overage for their grade: 7
Percent special education students: 1

Major Findings

ITBS ACHIEVEMENT: In spring, 1989, program students most often scored above the 1985 national norm on the ITBS in reading and above the 1985 national norm in mathematics.

Comparing scores from spring, 1988 and spring, 1989, these levels of achievement are most often at predicted levels in reading and at predicted levels in mathematics based on the Report on School Effectiveness (ROSE).

ATTENDANCE: The fall attendance rate for program students in 1988-89 was 97.1%, higher than AISD's middle school/junior high rate of 95%. The program spring rate of 95.8% was higher than AISD's rate of 92.9%. Compared to program students in 1987-88, the 1988-89 attendance was lower for fall and lower for spring.

DISCIPLINE: The percentage of program students involved in discipline incidents in fall, 1988, 0.0%, was lower than AISD's middle school/junior high rate (4.4%); the program spring rate of 0.5% was lower than AISD's middle school/junior high rate (5.6%). Compared to 1987-88, the percentage of program students disciplined was the same for fall and higher for spring.

GRADES: The 1988-89 fall grade point average (GPA) for program students was . , lower than that for AISD middle schools/junior highs overall (82.9). The program spring GPA was . , lower than that for AISD middle school/junior highs overall (82.1).

Compared to spring, 1988, the fall 1988 GPA of program students was the same. Compared to fall, 1988, the spring, 1989, GPA of program students was the same.

RETAINEES/DROPOUTS: In spring, 1989, 0.0% of the program students were recommended for retention the following year compared to 15.3% for all AISD middle school/junior high students.

* incon. = inconsistent, not consistently higher or lower

GENESYS PROGRAM SUMMARY PAGE 1 GROUP NAME 89 ELEMENTARY 6TH GRADERS - HIGH READING 18JUL89 1988-89

	NUMBER SERVED	ETHNICITY B %	ETHNICITY H %	ETHNICITY O %	SEX F %	SEX M %	LOW INCOME %	LEP %	OVER AGE FOR GRADE %	SPECIAL ED %	% ATT/ENR F	% ATT/ENR S	%INVOLVED DISCIPLINE F	%INVOLVED DISCIPLINE S	GRADES & CREDITS AVG	GRADES & CREDITS F	GRADES & CREDITS S	DROPOUT % END OF 5TH 6 WK	RETAINED SPR 89 %
88/89	0207	05	07	87	53	47	10	00	07	01	97.1	96.8	0.0	0.5	CREDITS EARNED # F # NG GPA	. . . .	. . . .	.	0.0
											F	S	F	S		F	S	89 TOTAL	
87/88											97.6	96.3	0.0	0.0		. . . .	. . . .	N/A	

ITBS/TAP MEDIAN %ILES 88-89 GRADE	PK	K	1	2	3	4	5	6	7	8	9	10	11	12
TOTAL N								207						
RC %ILE								89						
N								207						
MT %ILE								88						
N								207						
C %ILE								91						
N								207						

TEAMS % MASTERING	1	3	5	7	9	11
R%						
N						
M%						
N						
W%						
N						

ROSE SPRING 88 TO 89 MEAN GE

RC	
N	207
88	8.2
89	9.0
GAIN	0.7
ROSE	=
PRED SCR	8.9
RESIDUAL	0.0
MT	
N	207
88	7.9
89	8.5
GAIN	0.6
ROSE	=
PRED SCR	8.5
RESIDUAL	0.0

B = BLACK, H = HISPANIC
O = OTHER
R = READING
M = MATHEMATICS
W = WRITING
RC = READING COMP
MT = MATH TOTAL
C = COMPOSITE
F = FEMALE(SEX)
FALL(SEMESTER)
M = MALE
S = SPRING(SEMESTER)
NG = NO GRADE
N = NUMBER STUDENTS
%ILE = PERCENTILE
GE = GRADE EQUIVALENT
* = NUMBER OF STUDENTS IS TOO SMALL FOR ANALYSIS
+ = EXCEEDED PRED SCR
= = ACHIEVED PRED SCR
- = BELOW PRED SCR
LA = LANGUAGE ARTS

88.40

1988-89 89 MIDDLE SCHOOL 6TH GRADERS - HIGH READING

MIDDLE SCHOOL/JUNIOR HIGH EXECUTIVE SUMMARY

GROUP CHARACTERISTICS:
Number students in this group: 767
Percent low income: 12
Percent minority: 21
Percent female: 52
Percent limited English proficient(LEP): 0
Percent overage for their grade: 9
Percent special education students: 0

Major Findings

ITBS ACHIEVEMENT: In spring, 1989, program students most often scored above the 1985 national norm on the ITBS in reading and above the 1985 national norm in mathematics.

Comparing scores from spring, 1988 and spring, 1989, these levels of achievement are most often below predicted levels in reading and at predicted levels in mathematics based on the Report on School Effectiveness (ROSE).

ATTENDANCE: The fall attendance rate for program students in 1988-89 was 96.7%, higher than AISD's middle school/junior high rate of 95%. The program spring rate of 95.4% was higher than AISD's rate of 92.9%. Compared to program students in 1987-88, the 1988-89 attendance was lower for fall and lower for spring.

DISCIPLINE: The percentage of program students involved in discipline incidents in fall, 1988, 0.5%, was lower than AISD's middle school/junior high rate (4.4%); the program spring rate of 2.0% was lower than AISD's middle school/junior high rate (5.6%). Compared to 1987-88, the percentage of program students disciplined was higher for fall and higher for spring.

RETAINEES/DROPOUTS: In spring, 1989, 2.0% of the program students were recommended for retention the following year compared to 15.3% for all AISD middle school/junior high students.
the fifth six weeks of 1988-89,

* incon. = inconsistent, not consistently higher or lower

GENESYS PROGRAM SUMMARY PAGE 1 GROUP NAME 89 MIDDLE SCHOOL 6TH GRADERS - HIGH READING 18JUL89 1988-89

	NUMBER SERVED	ETHNICITY % B	ETHNICITY % H	ETHNICITY % O	SEX % F	SEX % M	LOW INCOME %	LEP %	OVER AGE FOR GRADE %	SPECIAL ED %	ATTENDANCE % ATT/ENR F	ATTENDANCE % ATT/ENR S	DISCIPLINE %INVOLVED F	DISCIPLINE %INVOLVED S	GRADES & CREDITS AVG	GRADES & CREDITS F	GRADES & CREDITS S	DROPOUT % END OF 5TH 6 WK	RETAINED SPR 89 %
88/89	0767	06	15	79	52	48	12	00	09	00	96.7	95.4	0.5	2.0	CREDITS EARNED				2.0
															# F	0.05	0.12		
															# NG				
															GPA	89.5	88.8		

	ATTENDANCE % ATT/ENR F	ATTENDANCE % ATT/ENR S	DISCIPLINE %INVOLVED F	DISCIPLINE %INVOLVED S	F	S	89 TOTAL
87/88	97.5	96.1	0.1	0.4			N/A

ITBS/TAP MEDIAN %ILES 88-89

GRADE	PK	K	1	2	3	4	5	6	7	8	9	10	11	12
TOTAL N								767						
RC %ILE								80						
N								767						
MT %ILE								81						
N								761						
C %ILE								85						
N								760						

TEAMS % MASTERING

1	3	5	7	9	11
R%					
N					
M%					
N					
W%					
N					

ROSE SPRING 88 TO 89
MEAN GE

RC	
N	767
88	7.9
89	8.4
GAIN	0.6
ROSE	-
PRED SCR	8.7
RESIDUAL	-.2
MT	
N	761
88	7.4
89	8.1
GAIN	0.6
ROSE	=
PRED SCR	8.1
RESIDUAL	0.0

B = BLACK, H = HISPANIC
O = OTHER
R = READING
M = MATHEMATICS
W = WRITING
RC = READING COMP
MT = MATH TOTAL
C = COMPOSITE
F = FEMALE(SEX)
FALL(SEMESTER)
M = MALE
S = SPRING(SEMESTER)
NG = NO GRADE
N = NUMBER STUDENTS
%ILE = PERCENTILE
GE = GRADE EQUIVALENT
* = NUMBER OF STUDENTS IS TOO SMALL FOR ANALYSIS
+ = EXCEEDED PRED SCR
= = ACHIEVED PRED SCR
- = BELOW PRED SCR
LA = LANGUAGE ARTS

TRANSITIONAL ACADEMIC PROGRAM (TAP)
1987-88 FOLLOW-UP

TAP serves retainees and potential retainees--90% are overage for their grade. Students complete up to three eighth-grade courses while taking ninth- grade courses. Compared to students districtwide, TAP students generally have lower attendance and grade point averages and higher discipline rates (before, during, and after the program). Results for TAP students served in 1987-88 can be tracked during and after service for fall students and before, during, and after service for spring students. Patterns are somewhat different for the two groups.

- GRADES--spring, 1988 group: GPA's stayed about the same in spring, 1988 as they were in fall, 1987. GPA's improved slightly in subsequent semesters. The number of F's earned declined slightly the semester of involvement and in subsequent semesters.

  Fall, 1987 group: GPA's were higher for the students the semester they were in TAP than in the three subsequent semesters. The number of F's earned was about the same during TAP as the two subsequent semesters and increased slightly in spring, 1989.

- ATTENDANCE: Spring participants showed lower attendance during participation than previously and higher attendance subsequently; fall students showed higher attendance while in TAP than the next semester, but attendance has improved since.

- DISCIPLINE: Spring participants showed decreased discipline involvement while in TAP but increased involvement since (but still lower than before TAP). A higher percentage of fall participants were disciplined the semester they were in TAP than in any of the subsequent semesters.

- DROPOUTS: Overall, 26.7% of the spring and 22.9% of the fall participants had dropped out by the end of the fifth six weeks of 1988-89 (8.8% of senior high students and 3.3% of junior high students districtwide had dropped out).

GENESYS PROGRAM DESCRIPTION

PROGRAM NAME: Transitional Academic Program (TAP) Fall, 1987 and Spring, 1988 Follow-up (also see ORE Pub. Nos. 88.36 and 88.46 for information on TAP 1988-89)
EVALUATION CONTACT: Nancy Baenen
PROGRAM CONTACT: Gloria Williams, Director, High School Programs

- Funding (Local, State, or Federal): Local
- Budget allocation: Not available
- Number of staff: Not available
- Number of campuses with program: 2 -- Rice and Robbins Secondary Schools
- Eligibility/students served: Retainees and potential retainees, with priority on eighth graders.
- Grades served: 7 through 9 (priority on grade 8)
- Source of files: Rosters from schools
- Subject areas taught: All
- Program focus/goals/methods:

  GOAL -- Dropout prevention
  METHODS -- A one semester program in which students enrolled in ninth grade courses while repeating eighth grade courses failed. If promoted, students moved on to home high schools at the end of the semester.

68.40

1988-89 TAP SPRING 1988
SENIOR HIGH EXECUTIVE SUMMARY

GROUP CHARACTERISTICS:
Number students in this group: 75
Percent low income: 53
Percent minority: 76
Percent female: 37
Percent limited English proficient(LEP): 0
Percent overage for their grade: 89
Percent special education students: 1

Major Findings

TAP ACHIEVEMENT: In spring, 1989, program students most often scored below the 1985 national norm on the TAP in reading and below the 1985 national norm in mathematics.

Comparing scores from spring, 1988 and spring, 1989, these levels of achievement are most often n/a* .predicted levels in reading and n/a* predicted levels in mathematics based on the Report on School Effectiveness (ROSE).

TEAMS ACHIEVEMENT: The percentage of program students mastering the TEAMS in 1988-89 at grade 9 was lower than the AISD average in mathematics, lower in reading, and lower in writing.

ATTENDANCE: The fall attendance rate for program students in 1988-89 was 87.6%, lower than AISD's senior high rate of 93.3%. The program spring rate of 88.3% was lower than AISD's senior high rate of 90.2%. Compared to program students in 1987-88, the 1988-89 attendance of program students was lower for fall and higher for spring.

DISCIPLINE: The percentage of program students involved in discipline incidents in fall, 1988,14.7%, was higher than AISD's senior high rate (3.3%); the program spring rate of 9.3% was higher than AISD's high school rate (4.2%). Compared to 1987/88, the percentage of program students disciplined was lower for fall and higher for spring.

GRADES AND CREDITS: The 1988-89 fall grade point average (GPA) for program students was 74.8, lower than than that for AISD high school students overall (82.3). The program spring GPA was 76.9, lower than than that for AISD high schools overall (82.6). The average number of credits earned in the fall, 1.4, was lower than than that for AISD (2.6); spring credits earned, 1.3 , were lower than AISD high schools overall (2.3).

Compared to spring, 1988, the fall, 1988 GPA of program students was lower; the number of credits earned was higher.
Compared to fall, 1988, the spring, 1989 GPA of program students was higher; the number of credits earned was lower.

RETAINEES/DROPOUTS: In spring, 1989 28.9% of the program students were recommended for retention the following year compared to 22.2% for all AISD senior high students. By the end of the fifth six weeks of 1988-89, 20 program students (26.7%) had dropped out compared to 8.8% of high school students districtwide.

* not applicable - number of students too small for analysis

NOTE: Some TAP students change grade levels mid-year.

GENESYS PROGRAM SUMMARY PAGE 1 GROUP NAME TAP SPRING 1988 17JUL89 1988-89

	NUMBER SERVED	ETHNICITY H %	ETHNICITY O %	SEX F %	SEX M %	LOW INCOME %	LEP %	OVER AGE FOR GRADE %	SPECIAL ED %	ATTENDANCE % ATT/ENR F	ATTENDANCE % ATT/ENR S	DISCIPLINE %INVOLVED F	DISCIPLINE %INVOLVED S	GRADES & CREDITS AVG	GRADES & CREDITS F	GRADES & CREDITS S	DROPOUT % END OF 5TH 6 WK	RETAINED SPR 89 %
88/89	0075	33	43	24	37	63	53	00	89	01	87.6	88.3	14.7	9.3	CREDITS EARNED # F # NG GPA	Senior High 1.4 0.91 2.24 74.8	Senior High 1.3 0.61 2.33 76.9	26.7	28.9

	F	S	F	S	F	S	89 TOTAL
87/88	88.4	81.4	17.3	6.7	1.4 0.71 0.18 80.0		N/A

ITBS/TAP MEDIAN %ILES 88-89

GRADE	PK	K	1	2	3	4	5	6	7	8	9	10	11	12
TOTAL N									2	17	56			
RC %ILE										49	26			
N										2	29			
MT %ILE										29	24			
N										2	30			
C %ILE										45	19			
N										2	25			

TEAMS % MASTERING

	1	3	5	7	9	11
R%					55	
N					31	
M%					35	
N					34	
W%					32	
N					34	

ROSE SPRING 88 TO 89
MEAN GE

	Junior High
RC	
N	
88	Fall_'87 Sp._'88
89	# F 1.5 1.0
GAIN	GPA 73.6 73.2
ROSE	
PRED SCR	
RESIDUAL	

MT	
N	
88	
89	
GAIN	
ROSE	
PRED SCR	
RESIDUAL	

B = BLACK, H = HISPANIC
O = OTHER
R = READING
M = MATHEMATICS
W = WRITING
RC = READING COMP
MT = MATH TOTAL
C = COMPOSITE
F = FEMALE(SEX)
FALL(SEMESTER)
M = MALE
S = SPRING(SEMESTER)
NG = NO GRADE
N = NUMBER STUDENTS
%ILE = PERCENTILE
GE = GRADE EQUIVALENT
* = NUMBER OF STUDENTS IS TOO SMALL FOR ANALYSIS
+ = EXCEEDED PRED SCR
= = ACHIEVED PRED SCR
- = BELOW PRED SCR
LA = LANGUAGE ARTS

1988-89 TAP FALL 1987
MIDDLE SCHOOL/JUNIOR HIGH EXECUTIVE SUMMARY

GROUP CHARACTERISTICS:
Number students in this group: 144
Percent low income: 37
Percent minority: 69
Percent female: 40
Percent limited English proficient(LEP): 1
Percent overage for their grade: 90
Percent special education students: 6

Major Findings

TAP ACHIEVEMENT: In spring, 1989, program students most often scored below the 1985 national norm on the TAP in reading and below the 1985 national norm in mathematics.

Comparing scores from spring, 1988 and spring, 1989, these levels of achievement are most often n/a* predicted levels in reading and n/a predicted levels in mathematics based on the Report on School Effectiveness (ROSE).

TEAMS ACHIEVEMENT: The percentage of program students mastering the TEAMS in 1988-89 at grade 9 was lower than the AISD average in mathematics, lower in reading, and lower in writing.

ATTENDANCE: The fall attendance rate for program students in 1988-89 was 87.1%, lower than AISD's senior high rate of 93.3%. The program spring rate of 86.7% was lower than AISD's senior high rate of 90.2%. Compared to program students in 1987-88, the 1988-89 attendance of program students was higher for fall and higher for spring.

DISCIPLINE: The percentage of program students involved in discipline incidents in the fall, 9.0%, was higher than AISD's senior high rate (3.3%); the program spring rate of 6.2% was higher than AISD's high school rate (4.2%). Compared to 1987/88, the percentage of program students disciplined was lower for fall and lower for spring.

GRADES AND CREDITS: The 1988-89 fall grade point average (GPA) for program students was 74.2, lower than than that for AISD high school students overall (82.3). The program spring GPA was 74.6, lower than than that for AISD high schools overall (82.6). The average number of credits earned in the fall, 1.3, was lower than than that for AISD (2.6); spring credits earned, 1.1 , were lower than AISD high schools overall (2.3).

Compared to spring, 1988, the fall, 1988 GPA of program students was higher; the number of credits earned was lower.
Compared to fall, 1988, the spring, 1989 GPA of program students was higher; the number of credits earned was lower.

RETAINEES/DROPOUTS: In spring, 1989 23.4% of the program students were recommended for retention the following year compared to 22.2% for all AISD senior high students. By the end of the fifth six weeks of 1988-89, 33 program students (22.9%) had dropped out compared to 8.8% of high school students districtwide.

* not applicable - number of students too small for analysis

NOTE: Some TAP students change grade levels mid-year.

GENESYS PROGRAM SUMMARY PAGE 1 GROUP NAME TAP FALL 1987 1988-89

	NUMBER	SERVED	ETHNICITY H %	ETHNICITY O %	SEX F %	SEX M %	LOW INCOME %	LEP %	OVER AGE FOR GRADE %	SPECIAL ED %	ATTENDANCE % ATT/ENR F	ATTENDANCE % ATT/ENR S	DISCIPLINE %INVOLVED F	DISCIPLINE %INVOLVED S	GRADES & CREDITS AVG	GRADES & CREDITS F	GRADES & CREDITS S	DROPOUT % END OF 5TH 6 WK	RETAINED SPR 89 %
88/89	0144		27	42 31	40	60	37	01	90	06	87.1	86.7	9.0	6.2	CREDITS EARNED	Senior High 1.3	1.1	22.9	23.4
															# F	0.88	1.00		
															# NG	2.32	2.20		
															GPA	74.2	74.6		
											F	S	F	S		F	S	89 TOTAL	
87/88											86.6	77.5	13.9	11.1		1.4	1.3	N/A	
																0.47	1.11		
																0.31	1.89		
																80.7	72.5		

ITBS/TAP MEDIAN %ILES 88-89

GRADE	PK	K	1	2	3	4	5	6	7	8	9	10	11	12
TOTAL N										15	106	23		
RC %ILE											45	26		
N											37	14		
MT %ILE											29	20		
N											36	14		
C %ILE											34	27		
N											34	14		

TEAMS % MASTERING

	1	3	5	7	9	11
R%					56	
N					39	
M%					65	
N					40	
W%					49	
N					41	

ROSE SPRING 88 TO 89
MEAN GE

		7Junior High	
RC			
N		20	5
88		7.7	6.5
89		8.8	8.5
GAIN		1.1	2.0
ROSE		*	*
PRED SCR		9.0	7.5
RESIDUAL		-.2	1.0
	Fall '87	Sp. '88	
# F	.87	.83	
GPA	80.70	72.50	

MT		
N	21	5
88	8.6	6.8
89	8.7	7.8
GAIN	0.1	1.0
ROSE	*	*
PRED SCR	9.7	7.7
RESIDUAL	-1	0.1

B = BLACK, H = HISPANIC
O = OTHER
R = READING
M = MATHEMATICS
W = WRITING
RC = READING COMP
MT = MATH TOTAL
C = COMPOSITE
F = FEMALE(SEX)
FALL(SEMESTER)
M = MALE
S = SPRING(SEMESTER)
NG = NO GRADE
N = NUMBER STUDENTS
%ILE = PERCENTILE
GE = GRADE EQUIVALENT
* = NUMBER OF STUDENTS IS TOO SMALL FOR ANALYSIS
+ = EXCEEDED PRED SCR
= = ACHIEVED PRED SCR
- = BELOW PRED SCR
LA = LANGUAGE ARTS

ACADEMIC INCENTIVE PROGRAM (AIP)
1987-88 FOLLOW-UP

AIP serves retainees and potential retainees--
70-90% are overage for their grade. AIP provides intense remediation in basic subjects. Compared to students districtwide, AIP students generally have lower attendance and grade point averages and higher discipline rates (before, during, and after the program). Results before, during, and after spring, 1988 participation and during and after fall participation reveal different patterns for the two groups.

- GRADES--spring, 1988 group: Grade point averages increased the semester of participation and decreased slightly since. The number of F's earned decreased during and after participation.

  Fall, 1987 group: GPA's were higher the semester of participation than in subsequent semesters. The number of F's earned was lower during participation than afterwards.

- ATTENDANCE: Spring participants' attendance decreased during and after participation. Fall participants showed higher attendance during participation than subsequently.

- DISCIPLINE: Spring students' involvement in discipline decreased during participation. Rates have increased since but remain below the rate for the semester preceding participation.
A higher percentage of fall participants were involved in discipline while in AIP than in subsequent semesters.

- DROPOUTS: 13.9% of the spring and 18.7% of the fall participants had dropped out by the end of the fifth six weeks of 1988-89 (3.3% of AISD middle/junior high students and 8.8% of the senior high students had).

GENESYS PROGRAM DESCRIPTION

PROGRAM NAME: Academic Incentive Program (AIP)
Fall, 1987 and Spring, 1988 Follow-up
(also see ORE Pub. Nos. 88.36 and 88.46 for information on TAP 1988-89)
EVALUATION CONTACT: Nancy Baenen
PROGRAM CONTACT: Gloria Williams
Director, High School Programs

- Funding (Local, State, or Federal): Local
- Budget allocation: Not available
- Number of staff: Not available
- Number of campuses with program: Most middle/junior high schools (most students served at home campuses).
- Eligibility/students served: One semester program for retainees and potential retainees with priority given to eighth graders (especially "placed" eighth graders retained previously).
- Grades served: 7 and 8
- Source of file: Rosters from schools
- Subject areas taught: Basic skills -- mathematics, English/language arts, reading (with science and social studies incorporated within these block courses)
- Program focus/goals/methods:
  GOAL -- Dropout prevention
  METHODS -- Intense remediation in basic subject areas was provided six hours a day in block courses. Students took one elective.

88.40

1988-89 AIP SPRING 1988
SENIOR HIGH EXECUTIVE SUMMARY

GROUP CHARACTERISTICS:
Number students in this group: 252
Percent low income: 57
Percent minority: 82
Percent female: 41
Percent limited English proficient(LEP): 2
Percent overage for their grade: 70
Percent special education students: 2

Major Findings

TAP ACHIEVEMENT: In spring, 1989, program students most often scored below the 1985 national norm on the TAP in reading and below the 1985 national norm in mathematics.

Comparing scores from spring, 1988 and spring, 1989, these levels of achievement are most often below predicted levels in reading and at predicted levels in mathematics based on the Report on School Effectiveness (ROSE).

TEAMS ACHIEVEMENT: The percentage of program students mastering the TEAMS in 1988-89 at grade 9 was lower than the AISD average in mathematics, lower in reading, and lower in writing.

ATTENDANCE: The fall attendance rate for program students in 1988-89 was 85.8%, lower than AISD's senior high rate of 93.3%. The program spring rate of 80.2% was lower than AISD's senior high rate of 90.2%. Compared to program students in 1987-88, the 1988-89 attendance of program students was lower for fall and lower for spring.

DISCIPLINE: The percentage of program students involved in discipline incidents in the fall, 17.9%, was higher than AISD's senior high rate (3.3%); the program spring rate of 13.1% was higher than AISD's high school rate (4.2%). Compared to 1987/88, the percentage of program students disciplined was lower for fall and higher for spring.

GRADES AND CREDITS: The 1988-89 fall grade point average (GPA) for program students was 72.2, lower than than that for AISD high school students overall (82.3). The program spring GPA was 73.9, lower than than that for AISD high schools overall (82.6). The average number of credits earned in the fall, 1.4, was lower than than that for AISD (2.6); spring credits earned, 1.2 , were lower than AISD high schools overall (2.3).

Compared to spring, 1988, the fall, 1988 GPA of program students was higher; the number of credits earned was higher.
Compared to fall, 1988, the spring, 1989 GPA of program students was higher; the number of credits earned was lower.

RETAINEES/DROPOUTS: In spring, 1989 49.0% of the program students were recommended for retention the following year compared to 22.2% for all AISD senior high students. By the end of the fifth six weeks of 1988-89, 35 program students (13.9%) had dropped out compared to 8.8% of high school students districtwide.

* not applicable - number of students too small for analysis

NOTE: Some AIP students change grade levels mid-year.

GENESYS PROGRAM SUMMARY PAGE 1 GROUP NAME AIP SPRING 1988 1988-89

	NUMBER	SERVED	ETHNICITY H %	ETHNICITY O %	SEX F %	SEX M %	LOW INCOME %	LEP %	OVER AGE FOR GRADE %	SPECIAL ED %	ATTENDANCE % ATT/ENR F	ATTENDANCE % ATT/ENR S	DISCIPLINE %INVOLVED F	DISCIPLINE %INVOLVED S	GRADES & CREDITS AVG	GRADES & CREDITS F	GRADES & CREDITS S	DROPOUT % END OF 5TH 6 WK	RETAINED SPR 89 %
88/89	0252		29	53	18	41	59	57	02	70	02	85.8	80.2	17.9	13.1	Senior High			13.9	49.0
																CREDITS EARNED	1.4	1.2		
																# F	1.24	0.90		
																# NG	1.75	2.65		
																GPA	72.2	73.9		
											F	S	F	S		F	S	89 TOTAL	
87/88											90.7	89.7	21.8	8.7		.	.	N/A	

ITBS/TAP MEDIAN %ILES 88-89

GRADE	PK	K	1	2	3	4	5	6	7	8	9	10	11	12
TOTAL N									6	40	206			
RC %ILE									14	16	24			
N									3	8	130			
MT %ILE									24	10	20			
N										8	134			
C %ILE									20	12	27			
N										7	114			

TEAMS % MASTERING

	1	3	5	7	9	11
R%					62	
N					148	
M%					51	
N					153	
W%					30	
N					150	

ROSE SPRING 88 TO 89
MEAN GE

		7	8
RC			
N	7Junior High	4	72
88		6.0	7.7
89	Fall_'87_Sp_'88	6.7	8.0
GAIN		0.7	0.3
ROSE	# F 2.22 1.57	*	-
PRED SCR		6.7	8.7
RESIDUAL	GPA 71.62 75.16	-.1	-.8
MT			
N		4	72
88		6.2	7.5
89		6.3	8.0
GAIN		0.1	0.5
ROSE		*	=
PRED SCR		6.8	8.2
RESIDUAL		-.5	-.4

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M = MATHEMATICS
W = WRITING
RC = READING COMP
MT = MATH TOTAL
C = COMPOSITE
F = FEMALE(SEX)
FALL(SEMESTER)
M = MALE
S = SPRING(SEMESTER)
NG = NO GRADE
N = NUMBER STUDENTS
%ILE = PERCENTILE
GE = GRADE EQUIVALENT
* = NUMBER OF STUDENTS IS TOO SMALL FOR ANALYSIS
+ = EXCEEDED PRED SCR
= = ACHIEVED PRED SCR
- = BELOW PRED SCR
LA = LANGUAGE ARTS

88.40

1988-89 AIP FALL 1987
MIDDLE SCHOOL/JUNIOR HIGH EXECUTIVE SUMMARY

GROUP CHARACTERISTICS:
Number students in this group: 310
Percent low income: 45
Percent minority: 81
Percent female: 35
Percent limited English proficient(LEP): 2
Percent overage for their grade: 95
Percent special education students: 7

Major Findings

ITBS ACHIEVEMENT: In spring, 1989, program students most often scored below the 1985 national norm on the ITBS in reading and below the 1985 national norm in mathematics.

Comparing scores from spring, 1988 and spring, 1989, these levels of achievement are most often below predicted levels in reading and below predicted levels in mathematics based on the Report on School Effectiveness (ROSE).

TEAMS ACHIEVEMENT: The percentage of program students mastering the TEAMS in 1988-89 at grade 7 was higher than the AISD average in mathematics, higher in reading, and lower in writing.

ATTENDANCE: The fall attendance rate for program students in 1988-89 was 83.5%, lower than AISD's middle school/junior high rate of 95%. The program spring rate of 80.9% was lower than AISD's rate of 92.9%. Compared to program students in 1987-88, the 1988-89 attendance was lower for fall and higher for spring.

DISCIPLINE: The percentage of program students involved in discipline incidents in the fall, 8.1%, was higher than AISD's middle school/junior high rate (4.4%); the program spring rate of 9.7% was higher than AISD's middle school/junior high rate (5.6%). Compared to 1987-88, the percentage of program students disciplined was lower for fall and lower for spring.

GRADES: The 1988-89 fall grade point average (GPA) for program students was 72.6, lower than that for AISD middle schools/junior highs overall (82.9). The program spring GPA was 73.5, lower than that for AISD middle school/junior highs overall (82.1).

Compared to spring, 1988, the fall 1988 GPA of program students was lower. Compared to fall, 1988, the spring, 1989, GPA of program students was higher.

RETAINEES/DROPOUTS: In spring, 1989, 34.7% of the program students were recommended for retention the following year compared to 15.3% for all AISD middle school/junior high students. By the end of the fifth six weeks of 1988-89, 58 program students (18.7%) had dropped out compared to 3.3% of middle school/junior high students districtwide.

* incon. = inconsistent, not consistently higher or lower

* not applicable - number of students too small for analysis

NOTE: Some AIP students change grade levels mid-year.

GENESYS PROGRAM SUMMARY PAGE 1 GROUP NAME AIP FALL 1987 07JUL89 1988-89

NUMBER	SERVED	ETHNICITY H %	ETHNICITY O %	SEX F %	SEX M %	LOW INCOME %	LEP %	OVER AGE FOR GRADE %	SPECIAL ED %	ATTENDANCE % ATT/ENR F	ATTENDANCE % ATT/ENR S	DISCIPLINE %INVOLVED F	DISCIPLINE %INVOLVED S	GRADES & CREDITS AVG	GRADES & CREDITS F	GRADES & CREDITS S	DROPOUT % END OF 5TH 6 WK	RETAINED SPR 89 %
0310	22	59	19	35	65	45	02	95	07	83.5	80.9	8.1	9.7	CREDITS EARNED	1.3	1.0	18.7	34.7
88/89														Senior High # F	0.88	0.77		
														# NG	2.30	2.81		
														GPA	72.6	73.5		
										F	S	F	S		F	S	89 TOTAL	
87/88										84.6	77.0	19.7	15.5		1.0	1.1	N/A	
															0.00	0.96		
															3.00	2.29		
															83.2	73.7		

ITBS/TAP MEDIAN %ILES 88-89

GRADE	PK	K	1	2	3	4	5	6	7	8	9	10	11	12
TOTAL N									20	53	222	14		
RC %ILE										32	26	22		
N										8	95	4		
MT %ILE										36	24	6		
N										7	99	4		
C %ILE										36	27	28		
N										7	88	3		

TEAMS % MASTERING

	1	3	5	7	9	11
R%				100	60	
N				1	111	
M%				100	42	
N				1	113	
W%				0	30	
N				1	108	

ROSE SPRING 88 TO 89 MEAN GE

RC				
N			3	50 1
88	xJunior High		7.5	8.4 9.0
89	Fall_'87__Spr_'89		7.5	8.710.7
GAIN	# F 1.10	2.58	-0.0	0.3 1.7
ROSE			*	- *
PRED SCR	GPA 74.40	63.58	8.2	9.611.1
RESIDUAL			-.8	-.9 -.4
MT				
N			3	54 1
88			8.0	8.5 6.8
89			7.4	8.8 8.9
GAIN			-0.6	0.3 2.1
ROSE			*	- *
PRED SCR			8.5	9.5 8.5
RESIDUAL			-1	-.7 0.4

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RC = READING COMP
MT = MATH TOTAL
C = COMPOSITE
F = FEMALE(SEX) FALL(SEMESTER)
M = MALE
S = SPRING(SEMESTER)
NG = NO GRADE
N = NUMBER STUDENTS
%ILE = PERCENTILE
GE = GRADE EQUIVALENT
* = NUMBER OF STUDENTS IS TOO SMALL FOR ANALYSIS
+ = EXCEEDED PRED SCR
= = ACHIEVED PRED SCR
- = BELOW PRED SCR
LA = LANGUAGE ARTS

TEACH AND REACH

Teach and Reach provides supplementary reading and mathematics instruction for low-achieving Black students at six AISD elementaries.

- Teach and Reach students generally showed predicted gains on the ITBS between spring, 1988 and spring, 1989 for both reading and mathematics (compared to similar students districtwide on the ROSE).
- Participants fall and spring rates of attendance were slightly higher than the District's overall rate.
- Compared to all AISD elementary school students, a lower percentage of the program students were recommended for retention at the end of the 1988-89 school year. A greater percentage were involved in discipline incidents.

GENESYS PROGRAM DESCRIPTION

PROGRAM NAME: Teach and Reach
EVALUATION CONTACT: Wanda Washington
PROGRAM CONTACT: Sandra Bell

- Funding (Local, State, or Federal): Local
- Budget Allocation: $233,241
- Number of Staff: 1 Supervising Teacher
  6 Regular Teachers
  1 Full-time Secretary
  1 Half-time Parent Advisor
- Number of campuses with program: 6 schools -- Andrews, Blackshear, Harris, Oak Springs, Norman, and Winn
- Eligibility/students served: 289 unduplicated count of low achievers (below 50th percentile)
- Grades served: K-5
- Source of file: Black students in program, as of December, based on rosters from program staff.
- Subject areas taught: Reading and mathematics
- Program focus/goals/methods: Small group and individual supplemental help in pullout setting

88.40

1988-89 TEACH AND REACH
ELEMENTARY EXECUTIVE SUMMARY

GROUP CHARACTERISTICS:
Number students in this group: 289
Percent low income: 76
Percent minority: 99
Percent female: 54
Percent limited English proficient(LEP): 0
Percent overage for their grade: 25
Percent special education students: 5

Major Findings

ITBS ACHIEVEMENT: In spring, 1989, program students most often scored below the 1985 national norm on the ITBS in reading and below the 1985 national norm in mathematics.

Comparing scores from spring, 1988 and spring, 1989, these levels of achievement are most often at predicted levels in reading and at predicted levels in mathematics based on the Report on School Effectiveness (ROSE).

TEAMS ACHIEVEMENT: The percentage of program students mastering the TEAMS in 1988-89 at grades 1-5 was most often lower than the AISD average in mathematics, lower in reading, and higher in writing.

ATTENDANCE: The fall attendance rate for program students in 1988-89 was 96.5%, higher than AISD's elementary rate of 96.0%. The program spring rate of 95.1%, was higher than AISD's rate of 95.0%. Compared to program students in 1987-88, the 1988-89 attendance was lower for fall and lower for spring.

RETAINEES: In spring, 1989, 1.0% of the program students were recommended for retention the following year compared to 2.1% for all AISD elementary students.

DISCIPLINE: The percentage of program students involved in discipline incidents was 1.0% in the fall and 0.7% in the spring. AISD's elementary overall rate was 0.2% in the fall and 0.5% in the spring.

GENESYS PROGRAM SUMMARY PAGE 1 GROUP NAME TEACH AND REACH 10JUL89 1988-89

NUMBER SERVED	ETHNICITY % B	ETHNICITY % H	ETHNICITY % O	SEX % F	SEX % M	LOW INCOME %	LEP %	OVERAGE FOR GRADE %	SPECIAL ED %	ATTENDANCE % ATT/ENR F	ATTENDANCE % ATT/ENR S	DISCIPLINE %INVOLVED F	DISCIPLINE %INVOLVED S	GRADES & CREDITS AVG	GRADES & CREDITS F	GRADES & CREDITS S	DROPOUT % END OF 5TH 6 WK	RETAINED SPR 89 %
88/89 0289	99	00	01	54	46	76	00	25	05	96.5	95.1	1.0	0.7	CREDITS EARNED	.	.	.	1.0
														# F	.	.		
														# NG	.	.		
														GPA	.	.		
										F	S	F	S		F	S	89 TOTAL	
87/88										97.1	95.8	0.3	1.4		.	.	N/A	

ITBS/TAP MEDIAN %ILES 88-89

GRADE	PK	K	1	2	3	4	5	6	7	8	9	10	11	12
TOTAL N		20	59	42	83	28	57							
RC %ILE			48	28	32	24	22							
N			53	37	81	27	57							
MT %ILE			36	55	38	25	22							
N			52	37	82	26	57							
C %ILE			49	44	39	23	23							
N			52	37	80	26	57							

TEAMS % MASTERING

	1	3	5	7	9	11
R%	87	83	75			
N	53	81	40			
M%	87	88	77			
N	53	82	39			
W%	92	81	85			
N	53	81	39			

ROSE SPRING 88 TO 89 MEAN GE

RC				
N	31	64	21	46
88	1.5	2.3	3.3	4.0
89	2.3	3.2	3.7	4.4
GAIN	0.8	0.9	0.4	0.5
ROSE	=	=	*	=
PRED SCR	2.5	3.2	4.0	4.6
RESIDUAL	-.2	0.0	-.3	-.2
MT				
N	30	61	21	46
88	1.9	2.7	3.6	4.2
89	3.1	3.4	4.1	4.9
GAIN	1.2	0.8	0.5	0.7
ROSE	+	=	*	=
PRED SCR	2.8	3.6	4.3	4.9
RESIDUAL	0.2	-.1	-.2	0.0

B = BLACK, H = HISPANIC
O = OTHER
R = READING
M = MATHEMATICS
W = WRITING
RC = READING COMP
MT = MATH TOTAL
C = COMPOSITE
F = FEMALE(SEX)
FALL(SEMESTER)
M = MALE
S = SPRING(SEMESTER)
NG = NO GRADE
N = NUMBER STUDENTS
%ILE = PERCENTILE
GE = GRADE EQUIVALENT
* = NUMBER OF STUDENTS IS TOO SMALL FOR ANALYSIS
+ = EXCEEDED PRED SCR
= = ACHIEVED PRED SCR
- = BELOW PRED SCR
LA = LANGUAGE ARTS

GIFTED AND TALENTED PROGRAM

The District's Gifted and Talented Program at grades 2 through 6 is called AIM High. Generally, it appears to be making a positive impact on those involved.

- ITBS achievement results are positive, although not quite as consistently so as those found in 1987-88. One-year gains in 1987-88 exceeded predicted levels for high achievers districtwide in both reading and mathematics at <u>all</u> grades grades 2-6. This year, achievement gains over a one-year period exceeded what would be predicted for high achievers in AISD in both reading and mathematics at grades 2, 4, and 5; gains were at the predicted level at grade 6. **Gains were below predicted levels in both reading and mathematics at grade 3. Staff may want to check into program implementation at grade 3.**

- Attendance rates for gifted students also exceeded AISD rates.

Plans are to add the Secondary Honors Program to GENESYS next year.

GENESYS PROGRAM DESCRIPTION

PROGRAM NAME: Gifted/Talented (AIM High) Program
EVALUATION CONTACT: Letticia Galindo
PROGRAM CONTACT: Bobbie Sanders

- Funding (Local, State, or Federal): 2/3 Local - 1/3 State
- Budget allocation: $301,255
- Number of staff: 8.5
- Number of campuses with program: 64
- Eligibility/students served: 5,423
- Grades served: 2-6
- Source of file: Central computer file as of January
- Subject areas taught: Language arts, mathematics, art enrichment
- Program focus/goals/methods:

  Goals & Objectives:

  * To reinforce and expand existing AIM High Programs in language arts, mathematics, science and art
  * To pilot new interdisciplinary curriculum units that will include social studies
  * To expand the bilingual pilot program to 4 schools
  * To offer a sequential teacher-training program leading to district certification of AIM High teachers
  * To develop a thinking skills program which will include teacher training and curriculum materials across ability levels

  Instructional Arrangements:

  * Homogeneous grouping of AIM High students (in large schools with enough students that are all identified as being AIM High)
  * Grouping of AIM High students with students (not in AIM High) who are at next achievement level (schools with not enough AIM High students)
  * Clustering within "regular" classrooms

  Bilingual G/T: (2 schools)

  * Clustering within bilingual classroom and taught by bilingual teacher

88.40

1988-89 GIFTED AND TALENTED
ELEMENTARY EXECUTIVE SUMMARY

GROUP CHARACTERISTICS:
Number students in this group:5169
Percent low income: 23
Percent minority: 30
Percent female: 51
Percent limited English proficient(LEP): 1
Percent overage for their grade: 11
Percent special education students: 1

Major Findings

ITBS ACHIEVEMENT: In spring, 1989, program students most often scored above the 1985 national norm on the ITBS in reading and above the 1985 national norm in mathematics.

Comparing scores from spring, 1988 and spring, 1989, these levels of achievement are most often above predicted levels in reading and above predicted levels in mathematics based on the Report on School Effectiveness (ROSE).

TEAMS ACHIEVEMENT: The percentage of program students mastering the TEAMS in 1988-89 at grades 1-5 was most often higher than the AISD average in mathematics, higher in reading, and higher in writing.

ATTENDANCE: The fall attendance rate for program students in 1988-89 was 97.1%, higher than AISD's elementary rate of 96.0%. The program spring rate of 96.1%, was higher than AISD's rate of 95.0%. Compared to program students in 1987-88, the 1988-89 attendance was lower for fall and the same for spring.

RETAINEES: In spring, 1989, 0.1% of the program students were recommended for retention the following year compared to 2.1% for all AISD elementary students.

DISCIPLINE: The percentage of program students involved in discipline incidents was 0.1% in the fall and 0.1% in the spring. AISD's elementary overall rate was 0.2% in the fall and 0.5% in the spring.

GENESYS PROGRAM SUMMARY PAGE 1 GROUP NAME GIFTED AND TALENTED 18JUL89 1988-89

	NUMBER SERVED	ETHNICITY B %	ETHNICITY H %	ETHNICITY O %	SEX F %	SEX M %	LOW INCOME %	LEP %	OVER AGE FOR GRADE %	SPECIAL ED %	ATTENDANCE % ATT/ENR F	ATTENDANCE % ATT/ENR S	DISCIPLINE %INVOLVED F	DISCIPLINE %INVOLVED S	GRADES & CREDITS AVG	GRADES & CREDITS F	GRADES & CREDITS S	DROPOUT % END OF 5TH 6 WK	RETAINED SPR 89 %
88/89	5169	10	19	70	51	49	23	01	11	01	97.1	96.1	0.1	0.1	CREDITS EARNED # F # NG GPA	. . . .	. . . .	0.0	0.1
											F	S	F	S		F	S	89 TOTAL	
87/88											97.4	96.1	0.2	0.3		. . . .	. . . .	N/A	

GRADE	K	ITBS/TAP MEDIAN %ILES 88-89 1	2	3	4	5	6	TEAMS % MASTERING 1	3	5	7	9	11
TOTAL N		2	1189	1353	1246	1144	235						
RC %ILE		70	86	78	80	80	87	R%	50	99	98		
N		2	1130	1278	1193	1109	220	N	2	1303	1116		
MT %ILE		48	95	85	87	87	88	M%	100	100	99		
N		3	1128	1280	1191	1109	220	N	2	1307	1115		
C %ILE		79	92	86	86	87	90	W%	100	93	97		
N		2	1126	1272	1187	1106	219	N	2	1300	1114		

ROSE SPRING 88 TO 89 MEAN GE

RC					
N	988	1142	1074	1009	198
88	3.0	4.2	5.2	6.5	8.0
89	4.3	5.0	6.2	7.3	8.8
GAIN	1.3	0.8	1.0	0.8	0.7
ROSE	+	-	+	+	=
PRED SCR	4.0	5.1	5.9	7.2	8.7
RESIDUAL	0.3	-.1	0.2	0.1	0.1
MT					
N	995	1141	1074	1011	199
88	3.1	4.3	5.1	6.4	7.9
89	4.2	4.9	6.0	7.2	8.5
GAIN	1.2	0.6	1.0	0.8	0.6
ROSE	+	-	+	+	=
PRED SCR	4.0	5.1	5.8	7.1	8.5
RESIDUAL	0.2	-.3	0.2	0.2	0.0

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* = NUMBER OF STUDENTS IS TOO SMALL FOR ANALYSIS
+ = EXCEEDED PRED SCR
= = ACHIEVED PRED SCR
- = BELOW PRED SCR
LA = LANGUAGE ARTS

GENESYS DEFINITIONS--PROGRAM SUMMARY

PROGRAM MEMBERSHIP--DESCRIPTIVE INFORMATION

For each program included in GENESYS, ORE or program staff define those to be included (see program descriptions). Most programs or groups are for students involved in 1988-89. Some (e.g., sixth graders, DARE, and TAP/AIP) are for groups served in 1987-88. Descriptive information provided for each program includes:

NUMBER SERVED: Total served (may be cumulative, semester, or one point in time count).

ETHNICITY: Percentage Other (O) (includes White, Asian, and American Indian), Black (B), Hispanic (H).

SEX: Percentage female (F) and male (M).

LOW INCOME: Percentage eligible for free or reduced-price meals.

LEP: Percentage identified as limited in English proficiency (regular or special education) and served in bilingual, English-as-a-Second Language (ESL), or alternative programs as of the end of the year (or whenever GENESYS was run). Note: Some students "exit" or leave LEP status each May once English proficiency is attained.

OVERAGE FOR GRADE: Percentage older than expected for the grade by one or more years (as of September 1). Example: 1st graders 7 or more on September 1.

SPECIAL EDUCATION: Percentage of students in special education of any type.

OUTCOME INFORMATION: Outcome information, unless noted, accesses the most current data available through VSAM files on the computer. Variables include:

ATTENDANCE: Mean percentage attendance (days attended divided by days enrolled) for fall and spring of 88-89 and 87-88. Data for 87-88 are for those enrolled in 88-89 program who were active in AISD in 87-88.

DISCIPLINE: Percentage of students involved in serious discipline incidents (corporal punishment, suspension, expulsion) in fall and spring of 1988-89 and 1987-88.

GRADES: Indicates mean credits earned (CREDITS EARNED), number of F's (#F), number of courses with no grade (NO GRADE), and grade point average (GPA) for high school; indicates grade point averages

and F's for junior high/middle school. Information is shown for fall and spring of 1988-89 and 1987-88. A normal course load is five or six classes (2.5 to 3.0 credits) per semester. The grade point average (GPA) is calculated without courses in which no grade has yet been assigned; it includes F's and passing grades based on a point system of 1-100 points with 70 as passing. The grade point scale for converting numerical scores to regular course grade points is included below:

Numerical Scores	Regular Course Grade Point	Honors Course Grade Point
97-100	4.5	5.0
93.96	4.0	4.5
90-92	3.5	4.0
87-89	3.0	3.5
83-86	2.5	3.0
80-82	2.0	2.5
77-79	1.5	2.0
73-76	1.0	1.5
70-72	.5	1.0

(Source for grades and credits: SGR History File--SGRH) (Source for conversion table: Board Policy Manual, Austin ISD, Volume 1)

DROPOUT: Percentage of students who dropped out of school by the end of the fifth six weeks of school. The percentage who dropped out during the 1988-89 school year or during summer of 1989 will be available in fall, 1989 (88-89 TOTAL).

RETAINED: Percentage of students recommended for retention as of May, 1989. NOTE: Some students may not eventually be retained, especially at the secondary level. Successful completion of summer school courses or correction of grades can result in promotion. Also, at the high school level, students repeat only courses failed. A "retained" label simply means students have not earned 5, 10, or 15 credits to be promoted to grades 10, 11, and 12, respectively. Also, some special education categories are listed as retained until schools provide promotion data. Retention status will be updated after summer school is complete.

ITBS/TAP: Median percentiles (%iles) of group along with total sample size by grade (TOTAL N) and number tested (N) in Reading Comprehension (RC), Mathematics Total (MT), and Composite (C). Composite scores include:

Grades 1-2: ITBS Vocabulary, Reading Comprehension, Mathematics Total, Spelling, and Word Analysis

Grades 3-8: ITBS Vocabulary, Reading Comprehension, Mathematics Total, Language Total, and Work Study Total

Grades 9-12: TAP Reading Comprehension, Mathematics Total, Written Expression, Using Information, Social Studies, and Science

TEAMS: Percentage (%) and number (N) tested who mastered each test--Reading (R), Language Arts (LA) for Exit Level TEAMS,

Mathematics (M), and Writing (W). Mastery levels are set yearly by TEA based on a scale score of 700 on each test.

ROSE: The Report on School Effectiveness (ROSE) compares Reading Comprehension (RC) and Mathematics Total (MT) grade equivalent (GE) scores for spring, 1988 (88) and 1989 (89) to determine if gains achieved are above (+), below (-), or at (=) predicted levels based on regression analyses. All students in a grade in a program are treated as a group. ROSE predictions for groups with less than 20 students (*) are not reliable (and are therefore not shown). The predicted score (PRED SCR) for the group is shown for reference.

All AISD comparison statistics were defined as shown above. Students were included if:

- In grades pre-K through 12.
- Actively attending a regular campus as of the end of 1988-89 (Rice and Robbins were included for high school but not middle school/junior high);

These definitions and inclusion rules may vary slightly from those used for "official" AISD counts. Rice and Robbins will be included in the middle school/junior high group next year. This was one of the "glitches" discovered late in the process. Rates for each variable were computed and are available in the technical report. However, executive summaries reflect rates without Rice and Robbins for middle school/junior high.

ATTACHMENT 2

SAMPLE GENESYS PRINTOUT FOR DATA BY STUDENT

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GENESYS -- DATA BY STUDENT

GROUP: 1988-89

NAME	STUDENT ID	BIRTHDATE	SCHOOL	ETHNICITY	SEX	LOW INCOME	GRADE	LEP	AGE SEPT 1	OVERAGE	SPECIAL ED	ITBS TAP RC	ITBS TAP MT	ITBS TAP COMP	TEAMS R	TEAMS M	TEAMS W	ATTENDANCE F	ATTENDANCE %	ATTENDANCE S	DISCIPLINE	GRADES FALL CREA DR INTE SD	GRADES FALL # OF F	GRADES FALL NO GRADE	GRADES FALL GPA	GRADES SPRING CREA DR INTE SD	GRADES SPRING # OF F	GRADES SPRING NO GRADE	GRADES SPRING GPA	DROP STATUS	RETAINED
		62178	101	H	F		05		10			15	50	51	Y	Y	Y	99	94												
		80381	101	H	F		02		7			75	90	91				100	100												
		12880	101	H	F	Y	03	Y	9			50	26	46	Y	Y	Y	100	99												
		91178	101	H	M	Y	04		10	Y		63	50	47				93	97												
		122278	101	H	F	Y	03		10	Y		44	47	56	Y	Y	Y	98	96												
		81579	101	H	M	Y	03		9	Y		53	78	67	Y	Y	Y	100	98												
		101779	101	H	M	Y	03		9			92	99	97	Y	Y	Y	95	99												
		110680	101	H	F	Y	02		8			95	99	93				100	100												
		40581	101	H	F		02		7			97	88	91				99	98												
		122879	101	H	F	Y	03		9			73	26	70	Y	Y	Y	97	97												
		102977	101	H	F	Y	05		11			48	85	72	Y	Y	Y	100	100												
		60179	101	B	M	Y	03		9	Y		35	51	42	Y	Y	Y	93	84												
		91279	101	H	F		03		9	Y		59	90	81	Y	Y	Y	95	98												
		11979	101	H	F	Y	04		10		Y	58	64	63				100	100												
		100177	101	B	M	Y	05		11			74	50	72	Y	Y	Y	91	98												
		32380	101	H	F		03		8			41	55	63	Y	Y	Y	100	97												
		22280	101	H	M	Y	03		9			35	59	63	Y	Y	Y	92	89												
		60479	101	H	F		04		9			72	74	81				100	93												
		111179	101	O	M	Y	03		9		Y	73	59	70	Y	Y	Y	94	97												
		50679	101	O	F		04		9			72	47	74				86	85												
		70380	102	O	M		03		8			95	93	96	Y	Y	Y	84	97												
		40381	102	O	M		02		7		Y	97	99	89				100	98												
		31181	102	B	M		02		8			78	82	88				98	92												
		91177	102	O	M		05		11	Y		79	83	88	Y	Y	Y	95	97												
		91377	102	O	M		05		11	Y		98	95	98	Y	Y	Y	100	100												
		11277	102	H	F	Y	05		12	Y		70	72	56	Y	Y	Y	95	99												
		22578	102	B	F	Y	05		11			41	74	62	Y	Y	Y	94	84												
		40379	102	B	M	Y	04		9			83	93	93				95	100												
		50479	102	O	M		04		9			96	84	93				99	98												
		82879	102	O	F		04		9			92	95	95				99	100												
		101680	102	B	F	Y	02		8			64	85	48				100	100												
		42278	102	O	M		05		10			.	.	.	Y	Y	Y	98	90												
		100479	102	B	F	Y	03		9			73	90	83	Y	Y	Y	100	100												
		11979	102	H	F		04		10			90	80	85				100	98												
		62181	102	O	F	Y	02		7			78	70	75				100	98												
		42078	102	O	F		05		10			26	57	51	Y	Y	Y	93	91												
		21579	102	B	F		04		10			.	.	.				92	.												
		10978	102	B	F	Y	05		11			74	69	77	Y	Y	Y	99	96												
		111180	102	B	M	Y	02		8			61	61	57				99	97												
		120877	102	H	M	Y	04		11	Y		48	61	50				100	100												
		22281	102	B	M		02		8			67	82	81				98	97												
		100480	102	O	F	Y	02		8			67	95	88				98	92												
		31881	102	O	M	Y	02		8			64	85	86				100	100												
		121880	102	B	F	Y	02		8			40	66	53				100	99												
		121880	102	O	M	Y	02		8			86	92	78				100	99												
		62478	102	B	F	Y	05		10			85	69	59	Y	Y	Y	100	99												
		51680	102	H	F		03		8			38	74	63	Y	Y	Y	97	99												
		31479	102	H	F	Y	04		10			26	89	50				100	98												
		10478	102	H	M		05		11			70	77	85	Y	Y	Y	95	93												
		12181	102	B	M	Y	02		8			90	78	75				100	93												
		121180	102	O	F		02		8			95	82	99				100	98												
		51981	102	B	F	Y	02		7			14	85	28				95	98												
		21279	102	H	M		04		10			40	64	54				100	100												
		90679	102	H	M	Y	03		9	Y		29	78	56	Y	Y	Y	91	85												
		32081	102	O	M		02		8			82	78	86				98	93												
		10480	102	O	M		03		9			89	99	97	Y	Y	Y	97	100												

Austin Independent School District

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Systemwide Evaluation

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